

**DESIGNING TEACHING AND LEARNING MATERIAL FOR  
GRADE IV OF SDN BABARSARI YOGYAKARTA  
IN THE ACADEMIC YEAR OF 2009/2010**

**A THESIS**

Presented as a Partial Fulfillment of the Requirements for the Attainment of  
the Sarjana Pendidikan Degree in English Language Education



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2011**

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OF SDN BABARSARI YOGYAKARTA  
IN THE ACADEMIC YEAR OF 2009/2010**

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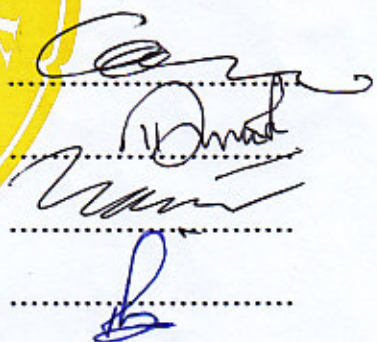
#### A THESIS

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## **PERNYATAAN**

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Apabila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, August 2011

Eri Anita Sari



## MOTTOS

Live simply

Speak kindly

Care deeply

Love generously

Life is like a cup of coffee

(By unknown).

It's never too late to have a happy childhood. (Tim Robbins)

## **DEDICATION**

**This thesis is mostly dedicated to**

**My family; my parents, my sister, my brother**

**My friends at campus, at school, and at Purikids**

**Those who love me and whom I love**

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Finally, the writer realizes that this thesis is still far from being perfect. She realizes that many mistakes have been made even though they all have been corrected. Therefore, criticisms and suggestions from readers are highly appreciated for the improvements of this thesis.

Eri Anita Sari

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**DESIGNING TEACHING AND LEARNING MATERIAL FOR GRADE IV  
OF SDN BABARSARI YOGYAKARTA IN THE ACADEMIC YEAR OF  
2009/2010**

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**ABSTRACT**

The objective of this study is to develop English materials for the fourth grade students of the elementary school at SDN Babarsari in the academic year of 2009/2010. Five research questions are formulated to reach the objective.

This study is a research and development (R & D) type. The instruments used in the study were questionnaires and observation. The data from the questionnaires were analyzed quantitatively and qualitatively, whereas the data from the observation was analyzed qualitatively. The development of materials consisted of eleven steps namely conducting the needs analysis, selecting the topics, developing the course grid, developing the materials, conducting the first try-out, evaluating the materials, revising the materials, conducting the second try-out, evaluating the materials, revising the materials, and writing the final draft of the materials.

The findings reveal five important results. The first finding is related to the needs analysis. The results show that the materials are highly visual, auditory, and audiovisual. Besides, the developed materials have varied tasks, a vocabulary list, and games. The results of the questionnaires also show that a large number of students prefer studying in pairs or groups to studying alone. The second finding is related to the course grid of the materials. There are five parts in every unit namely warm up, input, focus on comprehension, focus on language, and focus on communication. The third finding is related to the designed materials. The developed English materials in this study consist of four units. The fourth finding is related to the try-out. The average points or means of the second questionnaires in the try out, which range from 3.4 up to 3.6, show that the students agree to the developed materials. The last finding is related to the evaluation and revision of the materials. The effective materials are achieved through some revisions on the instructions and tasks.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Instructional material is one of the components of the teaching and learning processes. There are three important considerations related to the teaching and learning material for children. Firstly, teaching and learning materials should be appropriate with the age of the students. It is because children as students should learn something in the simple way. Therefore, materials for children should be simple, familiar, and interesting for them. Secondly, teaching and learning material should be suitable with the needs of the learners. When children learn a foreign language, they have various kinds of needs which influence their learning. To meet the needs of the learners, instructors should know the students well. Thirdly, teaching and learning material should be based on the school curriculum. The school curriculum is aimed at making Indonesia's teachers have the same principles to teach.

The instructional material used in the English class at grade IV of SDN Babarsari seemed to lack these three considerations. The materials given to the children were not based on a textbook. According to the teacher, the textbook was not good enough. It was because the material provided in the textbook was difficult for the children of class IV. It was not appropriate to the age of the students. Then, the textbook did not fulfill the students' needs yet.

It seems apparent that students in this school needed activities that could stimulate them emotionally and physically. It was because their teacher often asked them to translate, copy stories from the board, or just do the task from a worksheet. According to the teacher, the textbook did not fulfill the standard of the school curriculum. The teacher also stated that she did not have much time to create material for her students. It made her use a worksheet and asked the students to do that. Sometimes, the students' questions became the materials for the teaching learning processes. It was clear that the teacher just taught his students spontaneously and developed material from a worksheet.

Dealing with that fact, the researcher feels that it is necessary for the school to have a teaching learning material. Available teaching and learning materials can make teachers not confused when deciding materials that will be given to their students. Teachers can do their jobs effectively by applying it. It makes teachers have the time to make all the preparations they need before teaching both of the teacher and the students will feel happy in the teaching learning processes. They will feel more involved in the lesson and will not be confused with the material.

## **B. Identification of the Problems**

According to Dubin and Olshtain (1987: 24-28), there are five basic components of a language teaching and learning process. They are curriculum, teachers, learners, teaching materials, and resources. It seems that that these components are faced with problems in the teaching of English at SDN Babarsari.

Firstly, the English curriculum in SDN Babarsari is made by the teacher herself. The teacher designs the syllabus by selecting topics from several fourth grade books. In designing a syllabus, a teacher needs to look at the standard that is established by the government. This includes the general purpose, course objectives, procedures, and materials. In the realization, the teacher says that it does not run as she hopes.

Secondly, there is only one English teacher in this school and she teaches twelve classes all by herself. The teacher can manage the class well but she seldom gives varieties to the lesson in the class. She just teaches the class by using textbooks and worksheets. She still uses the grammar translation method as the major mode of her teaching. It can be seen from the fact that she often asks the students to bring the dictionary and asks them to translate a text by themselves.

Thirdly, the learners feel that they need varied activities in the class. The learners are active enough in the class. They like to make some competition with their friends in some activities, which make them proud if they get marks better than their friends. It can be seen by their responses when the researcher gives them songs and games. However, their teacher seldom gives them any activities that stimulate them mentally and physically. It makes the learners feel bored and less focused in the class. During the lesson, it is not surprising that the class becomes noisy.

Fourthly, the teaching materials do not have varied activities. The tasks in the teaching material are mostly matching pictures with the words in English and Indonesian, and reading some sentences. Besides, the tasks do not adequately give opportunity to the students to interact among each other. The activities in the tasks are



mainly done in written forms individually with no attention for interaction among the students. As a consequence, the tasks do not provide enough opportunities for the students to interact with one another in English.

Finally, the media that are used often by the teacher are only pictures. According to the teacher, pictures can support the material and make the students easier to understand the material she gives. The teacher also says that she rarely uses songs or games in supporting the materials. According to the teacher, it is because the time is limited and it is very difficult to conduct such physical games with forty students in the class.

### **C. Limitation of the Problems**

It is necessary that the researcher puts attention on certain aspects in this research study so that the researcher can focus on the problem and attain the research objective accurately. From the problems described above, the present study limits the scope of the research to those related to the teaching materials used in the classroom.

The researcher limits the scope of the study to the teaching materials for two reasons. First, the researcher considers that the teaching materials seem easier to handle compared to the other problems. It is because the researcher does not have enough time to take care of all the problems because she only has one semester to finish the study. Second, the researcher chooses to study this problem because designing teaching materials for children is the researcher's interest. Related to these factors, the researcher tries to identify the feasible and acceptable material for students of class IV.

#### **D. Formulation of the Problem**

Based on the limitation of the problems, the problem for this study can be formulated as follows. What is the feasible and acceptable teaching and learning material to be designed for students of class IV at SDN Babarsari Yogyakarta in the academic year of 2009/2010?

#### **E. Objective of the Study**

The objective of the study is to create a teaching and learning material that is feasible and acceptable based on the school curriculum of class IV SDN Babarsari Yogyakarta in the academic year of 2009/2010.

#### **F. Significance of the Study**

For the students of Class IV in SDN Babarsari Yogyakarta, the study will be an effort to improve the interest in English. It also can be used as a means to stimulate the students' attention in the English teaching-learning process in improving students' achievement in English.

For the English teachers of Class IV, the result of this study can be used as a means of improving the quality of teaching. It also can be used as a choice to make the teaching material more varied and interesting.

The research can develop the researcher's knowledge and skills through the problem-solving process and be a valuable experience related to her knowledge in research in education and her life and experience. The results of this study hopefully can provide the researcher with information in designing materials in order to improve students' mastery in English.

## **CHAPTER II**

### **LITERATURE REVIEW**

This study is aimed at designing teaching and learning materials for the fourth grade of the elementary school. The theories discussed in this chapter are those which support the understanding of the problem formulated in Chapter I.

#### **A. Materials Development**

##### **1. Instructional Material**

According to Tomlinson (1998: 2) an instructional material is anything used by teachers and students to facilitate the teaching learning processes. By material is meant element, such as paper, with which something is done. The term *anything* in the definition of the material above refers to something which can be either textual or contextual. These are used by a teacher to teach students in a teaching learning process. In the teaching learning process, materials are also used as tools for facilitation. Here, it is meant to make the teaching learning process easier. It can be said that what the teachers teach to the students in the teaching learning process is called material.

Materials can be in the form of a textbook, a workbook, a cassette, a CD, a video, a photocopied handout, a newspaper, or a paragraph written on a whiteboard. In a textbook, materials are presented through a printed page that gives some instruction to the students. In a workbook, materials are presented through some outlines of a subject study and questions to be answered. In a different way, material can be presented through cassettes, videos, or CDs.

Material can be delivered through sounds by using cassettes. Materials can be presented through sounds and pictures by using the video and CD. However, when teachers want to use authentic materials, they can use newspapers, leaflets, or photocopied handouts. For example, teachers can ask the students to find the main idea from the headline of the newspaper, make some advertisements in different themes, or find some texts. They then can ask them to analyze the functions of the texts. Teachers can also write a paragraph on the board and then explain it. It can be its structure, its main idea, its vocabularies, or perhaps its errors if any.

According to Nunan (2004), materials have important roles in the teaching learning process. It is because a material is the most concrete and visible aspect of the curriculum. It is said concrete and visible because it provides detailed specifications of the content of the curriculum.

Richards (2001) shows the importance of teaching materials in that they are key components in language teaching programs. It is said to be the key element of the language teaching programs because it generally serves as the basis for much of a language input that learners receive and the language practice that occurs in the classroom. By using the materials, students can practice their language either in the class or at home to improve their ability and performance.

## **2. Characteristics of Children's Learning**

It has been mentioned in the previous chapter that the subjects of the study are the fourth grade students of the elementary school. These students are about nine to ten years of age. In relation to the process of developing materials, it is necessary to

discuss some theories of children's characteristics proposed by experts. Understanding of the learners' characteristics will help guarantee that the material will be suitable for the learners.

In general, elementary school children need to move and cannot concentrate for long periods (Spratt, 2005: 53). They like activities that can stimulate them emotionally and physically. Children also like various activities to keep them learning in the same lesson. Because of this, the teacher must always provide many activities in teaching children of this age. Without an understanding of the child's perceptions and characters, the teacher cannot provide an effective learning environment.

Children are already very good at interpreting meaning without necessarily understanding the individual words. In this case, primary school students have understood the concept and can explain it in a particular way. They already have great skills in using limited language creatively. Children like to make new words by using the words they know. They can creatively use expressions they have acquired. They frequently learn indirectly rather than directly. In learning the language, a child learns more than a collection of specific words and utterances than people can predict. However, children do not show it off at that time. They take great pleasure in finding and creating fun in what they do. It makes them happy when they can create something new by their efforts. They have a ready imagination. They take great delight in talking. Children usually are glad to communicate all their feelings to someone. That is why children can ask anything to persons that they consider they know everything such as parents and teachers.



### **3. Material for Children**

Children learn English by focusing on the use of the language in simple, everyday situations that are familiar and of interest to them. It is said that children learn in simple ways because they will find it hard to learn something that is complicated. That is why children should be given material that is delivered in a simple way. Besides, children should be given familiar material. It is because children will feel easier to learn something in common that they find in everyday situation. If they feel easy to learn something, they will be interested in them. For example, the teacher is going to teach eight words for ten year-old students about transportation and the expression of “Let’s go by bus”. After the teacher drills the vocabulary of transportations, the teacher must check the students’ understanding by drilling once again or by using games. When the teacher has made sure that the students have understood the concept, the teacher can teach the expression. The teacher can teach the expression by using a dialogue. The dialogue can be presented through a role play or a puppet doll.

Teachers must consider that the English material which consists of pictures, games, songs, and stories will be interesting for the children. The teacher can use flashcards, pictures, objects, and realia to make the classroom alive. Flashcards are used to present the material to make children interested in it. Flashcards can be in the form of any themes that include pictures only, words only, or either pictures or words. These can be drawings or cut-outs from magazines, newspapers, or photos. When flashcards and pictures are not enough, teachers can use real things or various

objects. They help to connect the child's world outside the classroom to what is happening inside the classroom. It can be done by conducting such activity as using objects, pictures, or postcards. Teachers can also encourage students to bring objects, pictures, or postcards into the classroom.

Games can function well as the basis for an acquisition activity (Krashen, 1985: 21). It is because students are normally interested in the outcome of a game. Games add variation to a lesson and increase motivation by providing a stimulation to use the target language. It is because the context of the game makes the foreign language immediately useful to the children. It brings the target language to life. The game makes the reasons for speaking, even to the shy children. For example, when the teacher is teaching for the first time, the game that is good to use is about greeting and introduction. In this activity, the teacher must ask the class to arrange the chairs in a circle shape. After that, the teacher gives an example by shaking hands to a child and says "Hello, my name is ..." and then the teacher and students stand up then introduce each other. When all children are up and moving, the teacher may make a noise with a drum or a whistle. At the sound of the drum or whistle, the teacher and students must run to find a seat. A child who does not find a seat goes to the middle and starts the game again.

Another important thing to keep in mind when teaching young children is that there can be much less reliance on the written words. Mostly, children rely on the spoken words as well as the physical world to convey and understand meaning. In general, young students assume that writing is a difficult activity. For example, they

take a long time to master the skill of writing. In this case, controlled and guided activities are implemented to practice writing. Therefore, the writing material for children should be made step by step, from easy to the difficult one. For example, a teacher can ask students to match pictures and texts, or to choose which sentence they want to write. The teacher can also use word cards to conduct writing activities such as by asking the students in groups to arrange the words and stick the words on the flannel board.

There are ten principles for teaching English to young learners. These are a) start where the child is; b) encourage social interaction; c) support negotiation of meaning and collaborative talk; d) allow children to be active participants in the learning process; e) pitch inputs within the zone of proximal development; f) introduce language at the discourse level; g) plan meaningful and purposeful activities within a clear, familiar context; h) help learners to become more independent and autonomous; i) develop a supportive non-threatening, enjoyable learning environment; and j) test the way to teach (William, 1998:2–5).

## **B. Materials Design**

### **1. The Role of Material**

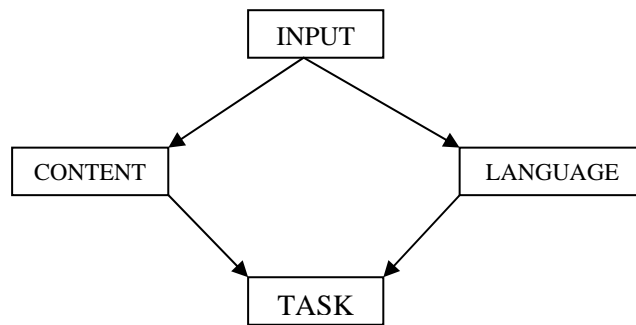
Richards and Rodgers (1986) in Nunan (1991) mentioned the role of instructional materials within a functional/communicative methodology. First, materials will focus on the communicative abilities of interpretation, expression, and negotiation. Second, materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical forms. Third, materials

will involve different kinds of media, which the learners can use to develop their competence through a variety of different activities and tasks.

## **2. The Hutchinson and Waters Materials Design**

Concerning the course design, Hutchinson and Waters (1987) recommend a learning-centered approach to the course design which is developed on two bases. First, learning is an internal process, which is crucially dependent upon the knowledge that the learners already have. Second, a learning-centered approach to the course design considers learners at every step of the design processes. As for the design itself, a course design is a process by which raw data about learning needs are interpreted in order to produce an integrated series of teaching and learning experiences to a particular state of knowledge.

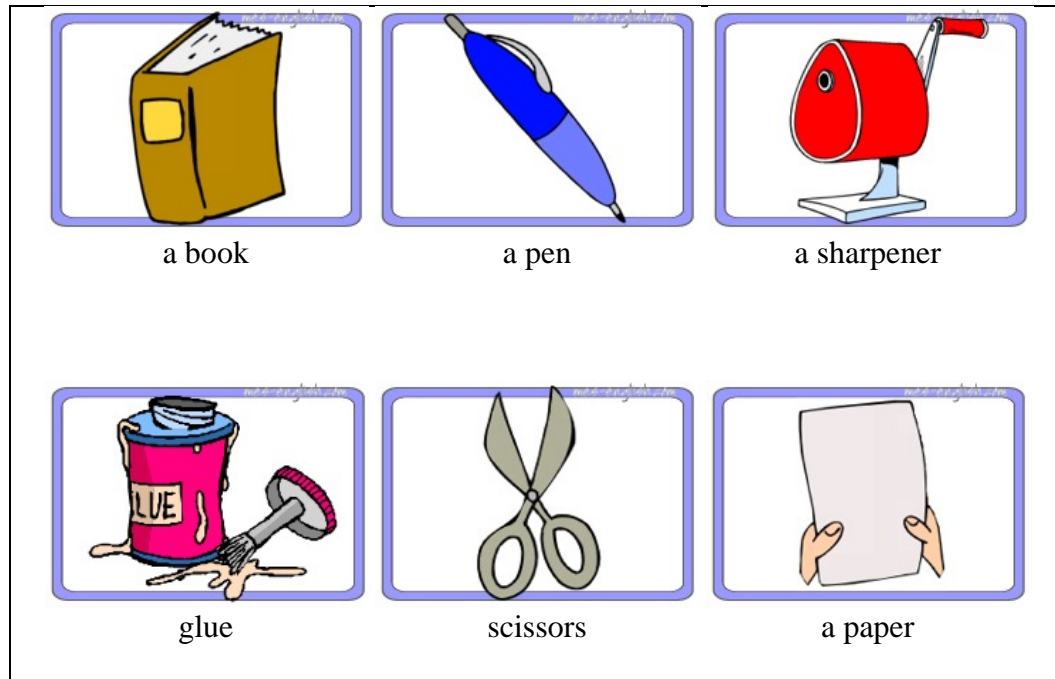
Hutchinson and Waters (1987: 108) set four steps in developing material which involve a needs analysis, syllabus, material design model, and evaluation. This model is designed to provide a general framework for the integration of the various aspects of learning while at the same time allowing enough room for creativity and variety to flourish. The relationship among the four elements of the materials design model can be seen in the following figure.



**Figure I:** A material design model (Hutchinson and Waters, 1987: 108).

a. Input

The first is input. The input can be in the form of a text, dialogue, video-recording, diagram, or any piece of communication data. The input provides stimulus materials for activities, new language items, correct model of language use, opportunities for learners to use their information processing skills, and opportunities for learners to use their existing knowledge both of the language and the subject matter. An input example in the designed materials can be seen below.



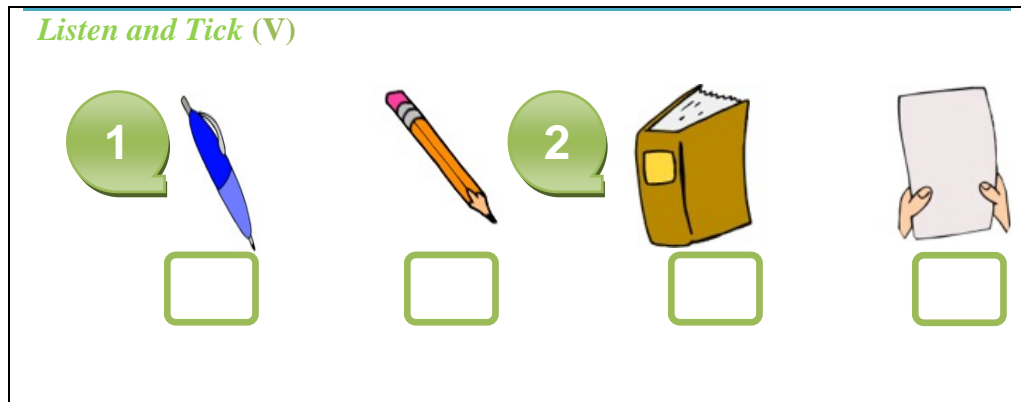
**Figure II:** Picture of inputs in the material.

As an input, this material is used after the warming-up activities. The input as shown in the figure above is meant to provide the students with a topic for communication activities. Teachers who implement the PPP method (Presentation, Practice, Production) use this material in the presentation stage. A teacher drills the language items first before using them for communication.

**b. Focus on Comprehension**

The second is focus on comprehension. Language is a means of conveying information and feelings about something so that it is necessary to create meaningful communication in the classroom. This part consists of activities that should be varied

in order to make students acquire the content of the lesson communicatively. An example of the focus on comprehension in the designed materials can be seen below.



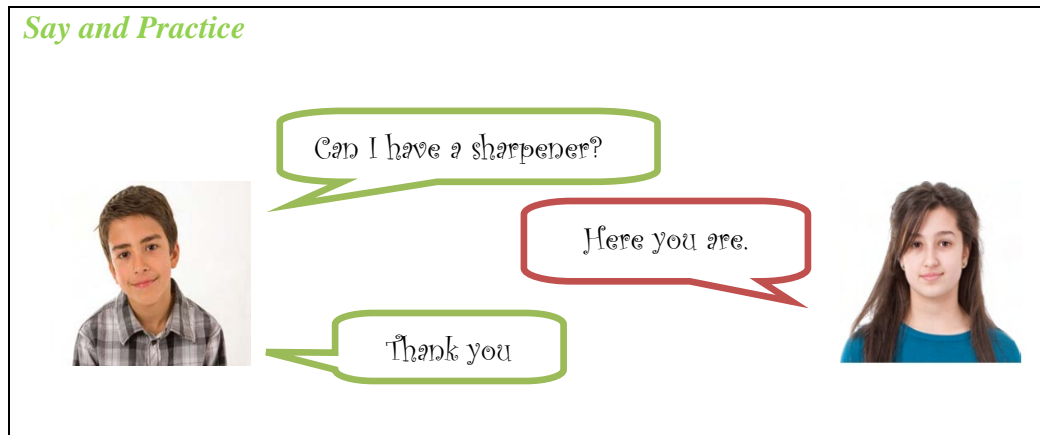
**Figure III:** Picture of focus on comprehension in the material.

As a focus on comprehension, this material is used after drilling the language items. This part consists of a number of activities that are based on the language items that students have just acquired. Its function is to make students understand the content of the material.

#### c. Focus on Language

The third is language focus or focus on language. Students need to have enough knowledge of the language before they do communicative tasks and activities. Good materials should involve not only opportunities for analysis but also that for synthesis. Language focus gives opportunities for the students to break the language to parts, study how it works, and practice putting it back together again. Therefore, besides focusing on content, materials should also focus on developing the learners'

language skills. An example of a language focus in the designed materials can be seen below.



**Figure IV:** Picture of language focus in the material.







As a language focus, this material is used after the students master the language items. The teacher can give examples of how to use the language function. After the students understand the concept of the lesson, the teacher gives the students a chance to do like what the teacher does. It is done until all the students in the class understand the language function.

d. Focus on Communication

The last is focus on communication. The final purpose of language learning is language use so that the tasks should be communicative. Tasks in the focus on communication require contexts and meaningful purposes which require pupils to do something with the language, often resulting in a polished product for a real audience. Tasks in the focus on communication also encourage pupils to personalize language,



pursue their interests, and use language in a creative way. The example of tasks in the designed materials can be seen below.

		Adi : Can I have an eraser?
		Caca : Sure, here you are.
		Patric : May I have scissors?
		Gary : Sorry, I'm using it.
		Deni : Can I have paper?
		Yogi : Sure, _____

**Figure V:** Picture of focus on communication in the material.

As one of the tasks in the focus on communication, this material is used to check students' understanding in the final session of the lesson. The functions of the tasks are to encourage students to use the language items and functions that they have acquired. Tasks in the focus on communication are also used to create communicative situation among students. The teacher implements the tasks in the production stages. It is because doing tasks is the final purpose of the lesson.

### 3. The Principles of Designing Materials

The material consists of listening, speaking, reading, and writing. Brown (2001) suggests principles for designing tasks for the four language techniques.

#### a. The Principles of Designing Materials for Listening Tasks

There are several practical principles for designing listening techniques summarized into six sections. The first is “the importance of techniques that specifically develop listening comprehension competence mainly in an interactive four-skill curriculum”. Comprehension competence is just a little beyond the learners’ present ability. In this case, the teacher cannot assume that the input provided in the classroom will always be converted into an intake. In other words, the students can be exposed to great quantities of input but what counts is the linguistic information that is gleaned from the exposure through conscious and subconscious attention, cognitive strategies of retention, feedback, and interactions.

The second is “the use of techniques that are intrinsically motivating”. The techniques that are intrinsically motivating are those that appeal to the listeners’ personal interest and goals. The teacher should construct the techniques in such a way that the students are involved in the activity and feel self-propelled toward the lesson. Since background information is an important factor in listening, it is important to take into full account the experiences, goals, and abilities of the students. Cultural backgrounds of the students can be both facilitating and interfering in the process of listening.

The third is related to “utilizing authentic language and contexts”. This means that students are able to see the relevance of classroom activities to their long-term communicative goals through authentic language and real-world tasks. They will be more ready to deliberate it into the activity.

The fourth is “considering the form of listeners’ responses”. Students’ responses indicate whether or not their comprehension has been correct. In this case, the teacher cannot observe students’ comprehension. He or she can only infer that certain things have been comprehended through students’ overt responses to speech.

The fifth is “encouraging the development of listening strategies”. Listening strategies can become a highly significant part of the learners’ chances for successful learning if the teacher helps them to develop their overall strategic competence. In this case, the teacher can draw students’ attention to the value of such listening strategies as looking for keywords, looking for nonverbal language, predicting a speaker’s purpose by the context of the spoken discourse, associating information with one’s existing cognitive structure, guessing at meanings, seeking clarification, listening for the general gist, and various test-taking strategies for listening comprehension.

The last is “including bottom-up and top-down listening techniques”. Bottom-up techniques typically focus on sounds, words, intonation, grammatical structures, and other components of the spoken language. Bottom-up processes include scanning the input to identify familiar lexical items and segmenting the stream of speech into constituents. This processes also include the use of phonological cues to identify the

information focus in an utterance and the use of grammatical cues to organize the input into constituents. Top-down techniques are concerned with the meaning, global understanding, and the interpretation of a text. Top-down processing is evoked from “a bank of prior knowledge and global expectations” (Morley, 1991: 87) and other background information that the listener brings to the text.

#### b. The Principles of Designing Materials for Speaking Tasks

Speaking and listening are closely related in the language classroom. Conversation, speeches, and lectures in the classroom are often followed or preceded by various forms of oral production on the part of the students. There are seven principles for designing speaking techniques (Brown, 2001: 275).

The first is “using techniques that cover the spectrum of learner needs, from a language-based focus on accuracy to a message-based focus on interaction, meaning, and fluency”. For example, in doing a jigsaw group technique, playing a game or discussing solutions to the environmental crisis, the students should use some techniques to perceive and use the building blocks of the language. Students often get bored easily with a drilling technique so that teachers should make any drilling they do as meaningful as possible.

The second is “providing intrinsically motivating techniques”. The techniques that are intrinsically motivating are those that appeal to the listeners’ personal interests and goals. In this case, the teacher should help the students to see the benefit of any classroom activities for them so that the students are motivated to learn. The teacher should try to appeal to students’ ultimate goals and interests to their needs for

knowledge, for status, for achieving competence and autonomy, and for being all that they can be. The objectives and the benefits of the given activities should be stated clearly.

The third is “encouraging the use of authentic language in meaningful contexts”. Energy is needed to encourage the use of authentic language in meaningful contexts and to bring it into the classroom. Therefore, the teacher should have creativity and energy to devise authentic contexts and meaningful interaction by using appropriate resource materials. Even drills can be structured to provide a sense of authenticity.

The fourth is “providing appropriate feedback and correction”. Appropriate feedbacks and corrections are needed to help the students in learning English as a second language. In ESL situations, the students may get such feedback out there beyond the classroom. These make learning a foreign language totally dependent on the teacher. It is important to take advantage of the teacher’s knowledge of English to inject the kinds of corrective feedbacks that are appropriate for the moment.

The fifth is “capitalizing on the natural link between speaking and listening”. Speaking cannot be separated from listening. Many interactive techniques that involve speaking also include listening. The two skills should be integrated even though the focus is on the speaking goals. Skills in producing language are often initiated through comprehension.

The sixth is “giving students opportunities to initiate oral communication”. Oral communication in the class is achieved through questions, directions, and information that are provided while learning. In this case, the students have been conditioned to

speaking when spoken to. Part of the oral competence is the ability to initiate conversations, nominate topics, ask questions, control conversations, and change subjects. The teacher should allow the students to speak and give the students the reasons to speak.

The last is “encouraging the development of speaking strategies”. There are some strategies that can be practiced in the classroom. These strategies may involve asking for clarification, asking someone to repeat something, using fillers in order to gain time to process, using conversation maintenance cues, getting someone’s attention, using paraphrases for structures one cannot produce, appealing for assistance from the interlocutor, using formulaic expressions, using mime and nonverbal expressions to convey meaning, and others.

#### c. The Principles of Designing Materials for Reading Tasks

The reading ability is developed in association with writing, listening, and speaking activities. There are eight principles for designing reading techniques. The first is “avoiding overlooking the importance of specific instruction in reading skills”. Actually, there is much to be gained from reading skills. However, the teachers often assume that the students will learn simply by absorption through intensive reading activities. It is important to make sure that the students have ample time for extensive reading. Silent reading becomes an effective way for self-instruction of the students.

The second is “using techniques that are intrinsically motivating”. The classroom activities should offer opportunities for learners to gauge their progress through periodic instructor-initiated assessment and self-assessments. Encouraging students to

read outside the classroom can be a real challenge for teachers. Students often need motivation to read, and one of the ways is to give the students work that makes them pick up a book and read.

The third is “balancing authenticity and readability in choosing texts”. There are three criteria for choosing reading texts for students, namely suitability of content, exploitability, and readability. Suitability of content is found in material that students will find interesting, enjoyable, challenging, and appropriate for their goals in learning English. In this relation, the content of the texts should suit the learning goals. Exploitability is found in a text that facilitates the achievement of certain language and content goals. It means that the text should be exploitable for instructional tasks and techniques and integratable with other skills. Readability is related to a text with lexical and structural difficulty that will challenge students without overwhelming them. A text with lexical and structural difficulty is challenging for the students.

The fourth is “encouraging the development of reading strategies”. There are ten reading strategies according to Brown (2001: 306). One of the strategies is identifying the purpose in reading. Silent reading techniques are efficient for relatively rapid comprehension. Skimming and scanning are done to find main idea and specific information from the texts. Another strategy is by analyzing vocabulary. It is necessary to distinguish between literal and implied meanings.

The fifth is “including not only bottom-up techniques but also top-down techniques”. In bottom-up processing, readers must first recognize a multiplicity of

linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse makers) and use their linguistic data-processing and mechanisms to impose some sort of order on these signals. In top-down processing, one begins with a set of hypotheses or predictions about the meaning of the text one is about to read, and then selectively samples the text to determine whether or not one's predictions are correct.

The sixth is “following the “SQ3R” sequence that consists of five steps”. They are survey, question, read, recite, and review. In Survey, the reader skims the text for an overview of main ideas. In Question, the reader asks questions about what the reader wishes to get out of the text. In Read, the reader reads the text while looking for answers to the previously formulated questions. In Recite, the reader reprocesses the salient points of the text through oral or written language. In Review, the reader assesses the importance of what one has just read and incorporates it into long term associations. The steps above can be used as a general guideline for a reading class.

#### d. The Principles of Designing Materials for Writing Tasks

A number of specific principles for designing writing techniques emerge along with micro skills and research issues. There are nine principles for designing writing techniques. The first is “incorporate practices of good writers”. Good writers should always focus on a goal or main idea in writing. They predict their audience perceptively.

The second is “balance between the process and product”. The students are carefully led through appropriate stages in the process of composing since writing requires multiple drafts before an effective product is created. In this case, the teacher



has to establish interest, provide a model of the writing task, prepare students with the style and type of language required, and establish what needs to be included. All of the processes are done to yield an effective product of writing.

The third is “account for cultural or literary backgrounds”. Most students of English as a foreign language are not familiar with English rhetorical conventions. Sometimes, there are some apparent contrasts between students’ native traditions and those that teacher tries to teach. Therefore, the teacher should help the students to understand what they are accustomed to. Teacher should bring the students to the use of acceptable English rhetorics.

The fourth is “connecting reading and writing”. Students learn to write by observing or reading the written words. They can gain important insights about how they should write and about subject matters that may become the topics of their writing. To connect between reading and writing skills, the teacher can have the students to read the text then ask them to paraphrase it. Another way is by asking the students to read the text and then make a simple story with the same topic based on the text they have just read.

The fifth is “providing as much authentic writing as possible”. Whether writing is real writing or for display, it can still be authentic in that purposes for writing are clear to the students. A newspaper, an article, a letter, a fairy tale, a story, and a novel are examples of authentic writings. In this case, the students, for example, can be asked to answer a letter addressed to the learner, argue a particular point of view,

compare various holiday brochures in order to decide where to go for a holiday, and so on.

The sixth is “framing the techniques in terms of the prewriting, drafting, and revising stages”. The activity of writing consists of three processes. The first process is pre writing. It involves generating ideas and gathering information before writing to enhance the composing processes. This time is the time to generate ideas, thoughts, and images to form plans before writing. The second process is drafting. Drafting is the time when writers begin to feel ready to vent their ideas into words. At this stage, a writer may struggle to craft words into sentences and paragraphs. The last process is revising. It is essential part of the writing processes because it needs peer and teacher consultations. After considering everyone else’s advice, a writer makes decisions about final revisions, then edits and proofreads before declaring the work finished.

The next principle is “striving to offer techniques that are as interactive as possible”. Writing techniques that focus on purposes other than compositions are also subject to the principle of interactive classrooms. Before the teacher asks the students to write, the class should discuss a new idea that the class mostly like. By doing that, students can be intrinsically motivated to vent their feeling in their writing. In this relation, the teacher should not forget the purpose of the writing activity.

The eighth principle is “applying methods of responding to and correcting students’ writing sensitively”. In correcting students’ writing, the teacher can make a note of common or significant mistakes. The teacher can also make a copy of this list for the next lesson, and then have the time where everybody looks at all the mistakes

from the different pieces of works. This correction activity gives benefit to every student. With higher level students, they can exchange their work with a partner and look for mistakes in each other's work.

The last principle is “instructing the students on the rhetorical, formal conventions of writing”. This includes spelling, punctuation, capitalization, grammar, and paragraphing. The writer should use conventions to enhance the readability of the text. In this case, spelling should be corrected on all words. Besides, punctuation should be smooth and guide the reader through the paper. Capitalization should be used correctly and paragraphing should reinforce organization.

#### **4. Materials Evaluation**

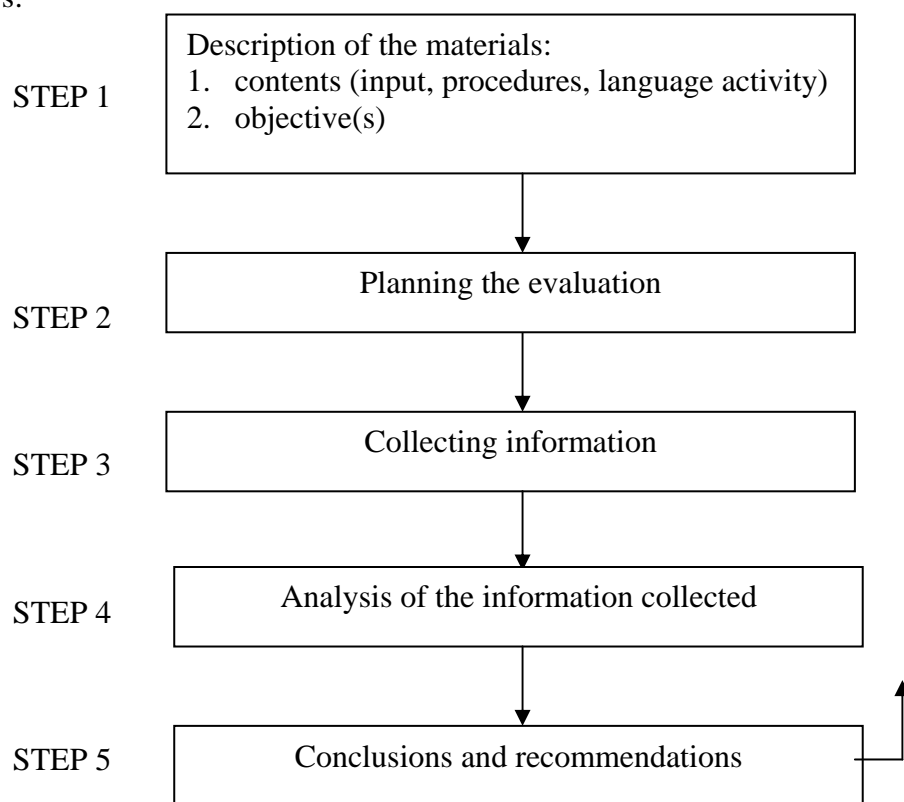
Since the materials consist of tasks, the steps in evaluating the materials are similar to tasks evaluation. Candlin in Nunan (1989: 135) suggests that evaluation of tasks should cover three areas. They are problematicity, implementability, and combinability.

The teacher should consider three things related to problematicity. First, the teacher should think about the extent to which a given task reveals variation in the learners' abilities and knowledge. Second, the teacher should consider whether or not it provides monitoring feedbacks. Last, the teacher should consider whether or not the designed tasks could be used as a basis for future actions.

Implementability leads one to a consideration of the resources required, the organizational and management complexity, and the adaptability of the tasks.

Therefore, a task designer should consider these factors carefully in designing the tasks.

Combinability requires a task designer to consider the extent to which the tasks can be sequenced or integrated with other tasks. A good task is one that could be combined with other tasks and still has a continuation with the previous and next task Ellis in Tomlinson (1998: 228) suggests the procedure of the evaluation of tasks as follows:



**Figure VI:** Steps in conducting an evaluation of materials.

a. Description of the Materials

The first step in conducting an evaluation of the materials is the description of the materials. The content of the materials are input, procedures, and the language activity. The materials are made as communicative as possible. Communicative materials are always connected to the real world tasks. A real world task is one which requires learners to approximate in class the kinds of tasks required of them in the real world. The objective is to enable learners to perform whatever the real world task is.

b. Planning the Evaluation

The second step is planning the evaluation of the materials. The act of carrying out the planning of materials evaluation may have a beneficial impact on the choice and design of materials. Various decisions also have to be made about what information to collect, when to collect it, and how to collect it.

c. Collecting Information

The third step is collecting information in the materials evaluation. There are three types of information. The first is information about how the material is performed. The second is information about what learning takes place because of performing the materials. The last is information regarding the teacher and learners' opinions about the worksheets. The information can be collected in three ways. The first is before the worksheet is used. The second is while the material is being used. The third is on the completion of the materials.

#### d. Analysis of the Information Collected

The fourth step in the materials evaluation is analysis of the information that had been collected. One of the major decisions facing the evaluator at this stage of the evaluation is the choices whether to provide quantitative or qualitative analysis of the data or both. A quantitative analysis involves the use of numbers. A qualitative analysis involves a more holistic and, perhaps, impressionistic approach. Both types of analysis are useful. Attempting some kind of quantification is wise because it serves as a way of checking the reliability of more qualitative analysis.

#### e. Conclusions and Recommendations

The last step contains the conclusions and the recommendations. Conclusions are related to what has been discovered as a result of the analysis. Recommendations are concerned with proposals for future teaching. They cover such issues as whether the materials should be used again or abandoned, what changes need to be made to the materials, or what kinds of follow-up work is needed with the learners in question.

### C. RELEVANT STUDIES

In her study, Prihatina (2004) found that students of the elementary school at grade 4 of the first semester needed a kind of an English lesson as the continuity of what they have got in the previous lesson. It was because they had learned English starting from the first grade. The results showed that the materials were more understandable to the students. The average points or means of the second

questionnaires in the try out, which range from 3.0 up to 3.4 showed that the students agreed to the developed materials.

In her study, Damayanti (2009) found that the learning materials and media were developed by the teacher. Unfortunately, there were only several ready-to-use teaching media supporting the teaching. The teacher and the students did not have proper learning materials. Most of the students considered that developed English worksheets were appropriate for them. The respondents showed high agreement to the designed tasks shown by the score of mean ranging from 3.1 to 3.4.

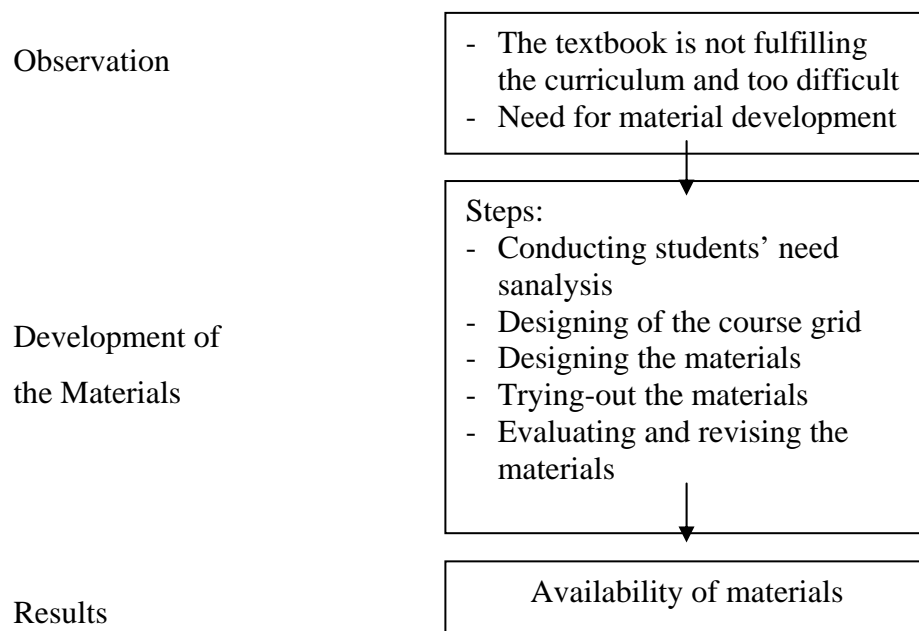
#### **D. Conceptual Framework**

The framework is presented to give a clear way of thoughts underlying the conduct of study. The model consists of three steps, they are the observation, the development of the materials, and the results.

In the observation, the researcher finds some reasons that become the background of the study. According to the teacher, the textbook is not good enough. It is because the material provided by the textbook is difficult for the children of class IV. It is not appropriate with the age of the students. Then, the textbook is not fulfilling the curriculum yet.

In designing the material, the researcher follows five steps. The first step is conducting students' needs analysis. The second is creating the course grid. The third is designing the material. The fourth is trying out the material. The fifth is evaluating and revising the material. All of those steps are done to make a good material that is appropriate for the fourth grade students in Babarsari.

The result of the study is material that is available for the fourth grade students. As the students in these ages have a strong sense of fun and like to be involved in some kinds of activities, the designed materials should provide them with varied activities. The steps of material development in this study are presented in the following chart:



**Figure VII:** The research framework.

#### E. Research Questions

In this study, the researcher finds the main problem by observing the teaching and learning process in the classroom. By knowing the problem, the researcher can take effective ways to solve the problems. In this study, the problems faced by the fourth grade students of Babarsari Elementary School are that the materials are less



effective. Based on the research problem, the researcher formulates questions to lead to more specific topics of discussion.

1. How to identify the needs of the learner?
2. How to write a course grid?
3. How to design the material?
4. How to implement the designed material?
5. How to evaluate and revise the material?

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Type of the Study**

In this study, the researcher developed and evaluated a particular educational product such that this research study could be classified into Research and Development (Gay, 1981: 6-8). The methodological steps of R &D research were referred to as the R & D cycle. First, the researcher studied some research findings. Second, the researcher developed the product based on these findings. Third, the product was field-tested in the setting where it would be used eventually. Fourth, the researcher revised the product to correct the deficiencies found in the field-testing stage. In this study, the validating was done during the designing and the implementation of the designed tasks.

##### **B. Product**

The product of this research study was a set of English material for the fourth grade of elementary school students of SDN Babarsari in the academic year of 2009/2010.

##### **C. Research Subjects**

The subjects of the study were the students of fourth grade students of SDN Babarsari in the academic year of 2009/2010. There were 38 students in the class. There were nineteen male students and nineteen female students. The age of the students was between 9 to 10 years old.

#### **D. Research Setting**

The study was conducted in SDN Babarsari, Sleman, Yogyakarta in the class IV. It was located in Jln. Babarsari, Depok, Sleman, Yogyakarta. There were twelve classrooms, a teacher office, a library, a language laboratory, an art class, a storage room, a parking area, a canteen, three toilets, and a School Health Unit.

#### **E. Research Instruments**

Two instruments were used to collect the research data. They were two questionnaires and an observation guide.

##### **1. Questionnaires**

###### **a. The Needs Analysis Questionnaire**

This first questionnaire was used to collect the data about students' needs. The organization of the needs analysis questionnaire can be seen as follows:

Table 1. **The Organization of the Needs Analysis Questionnaire**

No	Variables	Indicators	Question Number
1	Learning Style	- Visual	3,6,7,9,10
		- Auditory	2,4,18
		- Audiovisual	5,21
		- Kinesthetic	1,8, 14, 16, 31
2	Learning Materials	- Materials	20, 22, 25, 26, 33, 34, 35
		- Aids	24, 29
3	Learning Method	- Individual	15, 23
		- Partner	17,27
		- Group	11, 30
4	Other factors	- Motivation	12, 32
		- Interest	13, 19, 28

#### b. The Material Evaluation Questionnaire

This questionnaire was used to find agreement of some statements about the designed materials, opinion, and suggestions. The resulting data analysis was used to evaluate and revise the second draft of the materials. The following was the organization of the questionnaire:

Table 2. **The Organization of the Material Evaluation Questionnaire**

<b>The Purpose of the Questions</b>	<b>Question Number</b>	<b>References</b>
To find some information to evaluate the relation among the materials, the curriculum, and the course grid (syllabus)	1-2	Dubin and Olshtain (1986: 29)
To find some information to evaluate the relation between the designed material and the learners' needs.	3-4	Brown (2001: 142) Nunan (1989: 135-137)
To find some information to evaluate the designed tasks and activities in the material.	5-10	Brown (2001: 142)
To find some information to evaluate the input in the developed material.	11	Dubin and Olshtain (1986: 29)
To find information to evaluate the format and the organization of the designed materials	12-15	Hutchinson & Waters (1987, 107)

### c. Validity and Reliability

To measure the validity of the questionnaires, the researcher used items validity, content validity, and construct validity. The content validity was obtained from the data of the needs analysis. The researcher examined the data about the material whether or not they were representative of and consistent with the theories as proposed by some experts. *The Product Moment Correlation* formula was applied to measure the items validity of the second and third questionnaire. The *Alpha Cronbach* formula was used to obtain the reliability coefficient of the questionnaires.

## 2. Observation Guide

The classroom observation guides were used to find information about the materials during the implementation. The results of the analysis of the classroom

observation were used to evaluate and revise the first draft of the designed materials.

The organization of the observation guides are presented below.

**Table 3. The Organization of the Classroom Observation Guides**

<b>Question Number</b>	<b>Purpose of the Questions</b>	<b>References</b>
1	To find some information about students' participation in the teaching learning process.	Kemp, Morison & Ross (1994, 8), Ferland (2005)
2	To find some information about indicators on students' ability and performances in the classroom learning activities in affective domain.	Kemp, Morison & Ross (1994, 8), Cameron (2001), Ferland (2005)
3	To find some information about indicators on students' ability and performances in the classroom learning activities in cognitive domain.	Kemp, Morison & Ross (1994, 8), Ferland (2005)
4	To find some information about indicators on students' ability and performances in the classroom learning activities in psychomotor domain.	Kemp, Morison & Ross (1994, 8), Ferland (2005)
5 – 6	To find information about media and steps in media presentation used in teaching learning process.	Kemp, Morison & Ross (1994, 8), Ferland (2005)
7 – 8	To find information about activities/tasks used in teaching learning process.	Kemp, Morison & Ross (1994, 8), Ferland (2005), Nunan (1991)
9	To get general evaluation on the teaching learning process.	Kemp, Morison & Ross (1994, 8), Ferland (2005)
10	To get input or suggestion related to the teaching learning process.	Kemp, Morison & Ross (1994, 8), Ferland (2005)

The observation was done in the beginning as the needs analysis and during the implementation process as the starting point to evaluate and revise the learning materials. The results of the observation were in the form of field notes. The field

notes were used to determine whether or not the learning materials are appropriate to the learners' needs and learning needs.

#### **F. Research Procedure**

The study was conducted in 11 steps. These steps are described in the following sections.

##### **1. Conducting Needs Analysis**

The researcher conducted the needs analysis to find out information about the students and their needs for learning English. It was used as guidance for the researcher in developing tasks and activities which were suitable for the students' condition and the students' needs. The data about the needs were collected through the questionnaire.

##### **2. Selecting the Topics and Objectives of the Material**

The topics and objectives of the material were selected and graded based on the students' interests. Activities in the tasks were designed to involve the students in investigating the topics. The researcher used the needs analysis as the basis for choosing the topic in line with the school-based curriculum and the materials taught by the English teacher. She was assisted by the English teacher in selecting appropriate topics for the fourth grade students.

##### **3. Writing the Course Grid**

The course grid was written after the selection of the topics of the materials based on the students' needs. In creating the course grid, the researcher used several theories by Nunan (1989), Hutchinson and Waters (1987) and Tomlinson (1998), and

Dubin and Olshtain (1986). The researcher also used Curriculum for Elementary School as a reference.

#### 4. **Developing the First Draft of the Material**

The researcher combined some models of material from many experts. She used some references from many Elementary School books, workbooks for children, and some authentic texts found in the students' environment as the basis for creating the inputs, tasks, and activities in the material.

#### 5. **Implementing the First Draft of the Material**

The next step was the implementation of the first draft of the material. The first draft of the material was implemented in the fourth grade classroom. This class consisted of 38 students. The observer of this implementation was the English teacher accompanied by the researcher. However, the opinions, suggestions and judgments came from the teacher.

#### 6. **Evaluating the First Draft of the Material**

The researcher obtained some opinions and suggestions both from the students and from the group of respondents, which consisted of elementary school English teachers and English Department students. The information in the feedback was used to revise the first draft of the materials.

#### 7. **Revising the First Draft of the Material**

The researcher did some revision based on the information in the feedback. In revising the draft, the researcher considered the opinions, suggestions, and comments from the students and respondents.



#### 8. **Developing the Second Draft of the Material**

The researcher developed the second draft of the materials based on the revision above. Items or parts that needed changing were revised.

#### 9. **Implementing the Second Draft of the Material**

Having developed the second draft of the materials, the researcher implemented the draft in the same classroom for the second time. This time, feedbacks, opinions, and suggestions were collected from the students through observation and questionnaires.

#### 10. **Evaluating the Second Draft of the Material**

The researcher used the questionnaire to obtain the data about the students' and the respondents' opinions and suggestions about the second draft of the material. The learning materials were evaluated and revised after the questionnaires were distributed and interview with the students was done following the implementation. The second implementation result was used to revise the final draft of the materials.

#### 11. **Developing the Final Draft of the Material**

The researcher produced the next draft of the materials based on the questionnaire analysis, opinions, and suggestions from the respondents and the students. The revised material, then, was called as the final draft.

### **G. Data Collection**

The data of the study were collected through two questionnaires which were given in two separated times. The first questionnaire was used to obtain information

about students' needs in learning English. The data from the first questionnaire were supported by the classroom observation.

The second questionnaire was used to obtain opinions and suggestions from the students and the group of respondents. Using a “*Likert*” scale, the second questionnaire required the students and the group of respondents to respond in five options: *Strongly Agree* (SA), *Agree* (A), *Undecided* (U), *Disagree* (D), and *Strongly Disagree* (SD). The questionnaire for the students was different from that for the group of respondents. The language of the questions was adjusted to the characteristics of children so that they could understand what the questions were.

The second questionnaire was used when the researcher conducted the second implementation of the materials that had been revised. The questionnaire was used to find some information about the revised material so that the researcher could produce the final form of the materials.

## **H. Data Analysis Techniques**

In the research and development in this study, there are two kinds of data. They are qualitative and quantitative data.

### **1. Qualitative Data**

The qualitative data were gathered from the observation. The observation was done in the beginning process of the study as the needs analysis and during the implementation process as the starting point to evaluate and revise the learning materials. The result of the observation was in the form of field notes. The interview

transcripts and field notes were used to determine the effectiveness of the learning materials designed (whether the learning materials were appropriate to the learners' needs and learning needs or not).

## 2. Quantitative Data

The quantitative data were gathered from the questionnaires which produced the feedbacks, opinions, and suggestions from the students about the learning materials and teaching and learning process. The questionnaires were distributed to the students in the beginning of the study as the needs analysis and after the implementation process. The results of the questionnaires were used to evaluate and revise the learning materials.

To determine the interval of the mean, the researcher referred to the theory on how to classify the mean into categories proposed by Suharto (2006). The quantitative data conversion is shown in Table 4.

Table 4: **Quantitative Data Conversion**

<b>Scales</b>	<b>Categories</b>	<b>Interval of Mean</b>
5	very good	4.20-5.00
4	good	3.40-4.19
3	fair	2.60-3.39
2	poor	1.80-2.59
1	very poor	1.00-1.79

The *mean* of the scores from the questionnaires was calculated to find out the central tendency. It was done to find out whether the learning materials were *very poor, poor, fair, good, or very good*.

The assessment of each respondent's opinion from the questionnaires was based on the theory of *Likert Scales* so that each indication of the response to the statement would produce a score. The scores were 1: *strongly disagree*; 2: *disagree*; 3: *undecided*; 4: *agree*; and 5: *strongly agree*.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter describes the process of designing, trying-out, and revising the material. The discussion of this chapter includes the designed of the materials, the try-out of the first draft, the evaluation and revision of the first draft, the try-out of the second draft, the evaluation and revision of the second draft, and the final form of the materials.

#### **A. Needs Analysis**

The first step of designing the materials is conducting students' needs analysis. The next is developing the course. The last is designing the materials based on the material format.

Needs analysis is derived from the description of the data from the questionnaires and observations. The description has two main components. First, it describes the students' characteristics. Second, it describes the students' needs. The results of the needs analysis are used as the basic consideration in developing the materials.

##### **1. Students' Characteristics**

There were 38 students of the fourth grade of SDN Babarsari, 19 girls and 19 boys. Students were in the range of nine to ten years of age. Most of the students were from the upper class society. It could be seen from their appearances. They went to school neatly, wearing ironed clothes and clean shoes.

Two students usually became trouble makers. Both of them were boys and had a low competency in English. It could be seen from their grades and progress in the class. Very often, instead of listening to the teacher, they just annoyed the other students and asked them to play with them. They seldom did the homework that was given by the teacher. It made the class teacher often ask them to go outside the class or gave them punishment by answering the homework many times in their book. The researcher also often saw them still in the canteen when the class had started.

Although some of them were difficult to be handled, most of the students were very eager to learn English. They respected the teacher. They were aware that English was important for them so that they paid attention when the teacher explained the lesson in the class. When they had some difficulties, they would ask questions to the teacher.

## **2. Students' Needs**

The results of the first questionnaire showed the students' interests and needs in the English teaching learning processes. Most of the students seemed to like English. The detail information can be seen in the table below containing scores of the responses to the questionnaires.

Table 5. Responses to the questionnaires.

No	Variables	Indicators	Frequency
1	Learning Style	a. Visual	28
		b. Auditory	28
		c. Audiovisual	24
		d. Kinesthetic	19
2	Learning Materials	a. Content	25
		b. Lay out	28
3	Learning Methods	a. Individual	12
		b. Partner	27
		c. Group	33
4	Other Factors	a. Motivation	32
		b. Interests	24

a. Students' Learning Styles

The table shows that most of the students are of the visual and auditory styles (Freq = 28 each). A large number (Freq = 24) are audiovisual and some are kinesthetic (Freq = 19). The data showed that only a half of the students in this class liked the kinesthetic style in learning English. This suggests that the materials to be designed will be highly visual, auditory, and audiovisual.

b. Students' Learning Materials

Learning materials included the content and the lay-out. In relation to the content of the material, more than a half of the students liked the

book that was completed with vocabulary lists, tasks, songs, and games (Freq = 25). In the case of its lay out, most of the students liked colorful books (Freq = 28). It made them interested in learning English. This suggests that the materials to be designed will have varied tasks, vocabulary lists, and games.

c. Students' Learning Technique

Learning techniques covered students' preferences in doing tasks that were done individually, in pairs, or in groups. The results of the questionnaires showed that a large number of students in the fourth grade of SDN Babarsari preferred to study in pairs (Freq = 27), in groups (Freq = 33), or by her or himself (Freq = 12). The students said that they could learn English better by having discussion or being involved in some projects with their friends. It gave more opportunities for them to have interaction with their friends.

d. Students' Motivation and Interests

The data from the first questionnaire also showed the students' motivation and interests in English learning. A large number of students in the fourth grade of SDN Babarsari had high motivation (Freq = 32) and were interested in learning English (Freq = 24). The data showed that they were enthusiastic in learning English.



## **B. The Course Grid**

The researcher developed the course grid as a guideline in constructing the English materials. It was developed based on the data derived from the needs analysis and information from the school-based curriculum. Because of the limited time and the vast material contents in each unit, the researcher only took four topics to be included in the designed materials. The materials covered all activities that were needed by the students to learn and practice their English. It was also completed with key vocabulary in the end of the topic.

### **1. Description of the First Grid under the Theme “Can You Help Me?”**

The title of this unit is “Can you help me?” The language functions in this unit are expressions of asking for help. The key grammatical structure of asking something in this unit is “Can + you + Verb + Object” and the response of giving something is “Yes, sure and Ok”. The key words, which are introduced in this unit, are those that are related to some activities in the daily life such as lift the book, open the window, turn on the light, etc. There are five parts in this unit namely warm up, input, focus on content, focus on language, and focus on communication.

In the warm up, the students are expected to understand the concept of the unit through a picture and a simple dialogue. After that, the students are faced with three questions based on the picture in the warm up. The students have to answer the questions orally. In answering the questions, the students are guided by the teacher.

In the input, the students are introduced to some words related to some activities in the daily life. These words will be used as verbs in conducting expressions of asking and giving something. There are nine activities that should be done by the students in this lesson. They are turn on the light, turn off the light, clean the board, and other activities that can be done in the class.

In the focus on comprehension, there are a number of tasks that are made based on the language items that students have just acquired. There are three tasks in this part. The first task is finding the words in the table. The second task is arranging letters into good words. The third task is listening. The students listen to the teacher then complete the missing expression. Its function is to make the students understand and memorize the language items in the material. Besides, the students are given the list of the vocabulary words.

In the focus on language, students are provided with a task to deepen their understanding in using the expression well. Before doing the task, the students are given the explanation about the use of the expression. Besides, they should read and practice the dialogue in pairs. After practicing the dialogue, the students are given a task. This task is arranging words into sentences. Its function is to integrate their understanding about the expressions of asking for a help.

In the focus on communication, the students are expected to be able to speak about or communicate their ideas. In this part, the students should be creative to produce language in relation to the topic. This part provides chances for the students to speak up creatively. There are three tasks in this part. The first task is making a dialogue of asking for help in a group. The second task is performing

the dialogue in front of the class. The last task is doing a snake and ladder's game. This task is aimed at making students speak while they are playing this game.

## **2. Description of the Second Grid under the Theme “Can I Have a Pen?”**

The title of this unit is “Can I have a pen?” The language function of the unit is the expression of asking for and giving something. The key grammatical structure of asking something in this unit is “Can/ May + I + have + Object” and the response of giving something is “Here's the + Object or Sorry, I'm using it”. The key words, which are introduced, are those that are related to stationery such as a book, a pen, a paper, a glue, scissors, etc. The unit is also divided into five parts of warm up, input, focus on content, focus on language, and focus on communication.

In the warm up, the students are supposed to understand the concept of the unit through a picture and a simple dialogue. After comprehending the picture, the students are given four questions based on the picture they have seen. In answering the questions, the students are guided by the teacher.

In the input, the students are introduced to some words related to the stationeries. These words will be used as objects in conducting expressions of asking and giving something. There are nine pictures of stationeries in this part; they are a pen, a pencil, an eraser, scissors, a book, glue, a paper, a sharpener, and a ruler. These words will be memorized by the students and will be used in the next part.

There are three tasks in the focus on comprehension that are constructed based on the language items that students have just acquired. The first is a listening task. The students listen to the teacher and choose the right picture by ticking the picture. The second task is a crossword puzzle. The students fill out the missing table with the words by matching the numbers and the picture. The third task is completing missing expressions. The students listen to the teacher then fill out the missing expression based on the expression they have heard. Its function is to make students understand the content of the material. In this part, the students are also provided with the list of vocabulary words.

In the focus on language, students are provided with some tasks to deepen their understanding in memorizing the words and using the expression correctly. There are two tasks in this part. The tasks are arranging words into a good sentence and doing a multiple choice exercise. Before doing the tasks, the students are given the explanation first about the use of the expression of asking and giving something.

In the focus on communication, the students are supposed to be able to speak and communicate their ideas. There are two tasks in this part. The tasks are completing dialogues and playing a snake and ladder's game task. In doing the snake and ladder's task, students should be creative to produce language based on the instructions. By doing the tasks in this part, students have chances to speak up creatively.

### 3. Description of the Third Grid under the Theme “Let’s Play”

The title of this unit is “Let’s Play!” The language function in this unit is the expression of inviting or asking someone to do something together. The key grammatical structure is “Let’s + Verb” and the response to inviting or asking someone to do something together is “Ok or Allright”. The key words are those that are related to the children’s activities, such as play basketball, watch TV, ride a bike, etc. The parts in this unit are the same with those in the two previous units namely warm up, input, focus on content, focus on language, and focus on communication.

In the warm up, the students will see a picture of children who are playing in the garden. After comprehending the picture, the students are faced with four questions that are made based on the picture they have seen. In answering the questions, the students are guided by the teacher.

In the input, the students are introduced to some words related to the children’s activities. They are play with friends, play football, listen to the music, draw scenery, read a magazine, eat an ice cream, watch TV, and ride a bike. All the activities in this unit are used to make expressions of inviting or asking someone to do something together.

The focus on comprehension has the functions to make students understand and memorize all the vocabulary words. The activities in the focus on comprehension include listening, reading, and writing skills. Numbering pictures based on what the students hear is one example of the listening tasks. Matching pictures and reading dialogues are the examples of the reading tasks. Filling out

the blanks and answering the questions in the book are the examples of the writing tasks.

In the focus on language, students are provided with the example of how to use the expression in a context. The function is to show the correct model of the language used. Besides, students are given the explanation about the construction of *Let's*.

There are two tasks in the focus on communication; they are interviewing friends and reporting the result in front of the class. In doing the tasks, students should be creative to produce language. By doing the tasks in this part, students have the chances to speak up creatively and share their ideas with their friends.

#### **4. Description of the Fourth Grid under the Theme “Is It a Teacher’s Room?”**

The title of this unit is “Is it a teachers’ room?” The language function in this unit includes expressions of disproving and asking for clarity. The key grammatical structure is “to be + Subject + Object” and the expression of asking for clarity is “So, what is it?” The response to the expression can be “Yes, it is” or No, it is not. Warm up, input, focus on content, focus on language, and focus on communication are also found in this unit.

In the warm up, students are faced with four questions that are made based on the pictures they have seen. The students are guided by the teacher to answer the questions. Warm up is made to direct the students to the topic that will be discussed.

The students are introduced to some words related to the school parts in the input. The key words which are introduced in this unit are related to the school parts such as classroom, computer laboratory, canteen, teachers' room, library, and store room. These will be used as objects in making expressions of disproving and asking for clarity.

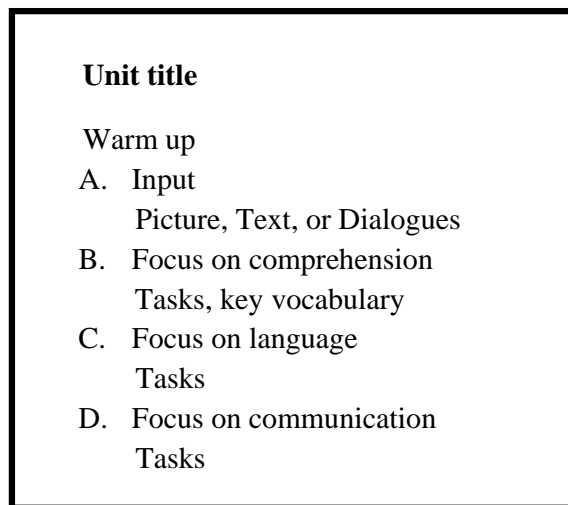
The focus on comprehension consists of four tasks. The first is a listening task. The students listen to the teacher and choose the right picture by ticking the picture. The second task is completing missing words. The students complete the missing words related to the school parts. The third task is completing missing expressions. The students listen to the teacher and then complete the missing expression they hear. The fourth task is arranging jumble words into a good sentence. In arranging the words, the students choose the first word that is typed in capital letters and then start arranging the next word. In this part, students are also provided with the lists of vocabulary to make it easier for them to do the tasks.

In the language focus, students are provided with the example of how to use the expression correctly in a context. Besides, the students are also given a task that is answering questions with the correct expressions. This is meant to make students understand the full expression of asking and answering questions.

In the focus on communication, students are supposed to be able to speak. The task in this part is for the students to communicate their opinion by producing sentences orally in front of the class.

### C. The Designed Materials

Based on the framework that is presented in the theories in the previous chapter, the developed English materials in this study consist of four units. The format of the unit can be seen in the framework below.



**Figure VIII:** The model of the materials design.

There are five main items of the model of the designed material in the frame above. The first is warm up. The second is input. The third is focus on comprehension. The fourth is focus on language. The last is focus on communication.

The warm up is used to activate the students' mind and to get them thinking. It means that one of the purposes of the warm up is to make students start to think and react with it. It is also used to arouse the students' interest in the topic. If the students are excited, they will understand the material more easily.

The input is expected to provide stimulus material for activities. It contains materials that can encourage the students to be ready to face the up-coming



activity. Besides, the input contains new language items. When the students are given something new and it is useful for them, the students will be more interested in the lesson. In addition, the input provides a topic for communication for students. It gives opportunities for the students to use their information processing skills orally in a communication event.

The focus on comprehension consists of a number of tasks which are related to the lesson material. In a writing task, for example, the students are expected to be able to write the language items correctly.

In the focus on language, students are provided with the correct model of language use and its explanation. In this part, students can look at the example of how to use the expression correctly. For example, in the language focus, the students are expected to understand the grammar and language use.

The focus on communication gives the students chances to speak and be creative in producing language. For example, in the speaking task, the students are expected to make a dialogue and present it in front of the class with their partner.

### **1. The Designed Materials under the Theme “Can You Help Me?”**

#### **a. Warm-up**

The warm-up part in this unit is a picture that is supported by a simple dialogue to lead the students' mind to the theme. An example of a picture of the warm up can be seen below.



**Figure IX:** Warm up in Unit 1.

The picture above shows the mother and her daughter who are cooking in a park. The mother is asking her daughter to help her by asking “Can you help me?” Responding to her mother, the daughter says “Yes, Mom”. This dialogue is expected to bring the students to a situation of asking and responding to a request.

**b. Input**

The inputs in this unit are pictures completed with the phrases of activities that need for a help. There are nine pictures of activities included in the input.

Below are three of the nine pictures.



**Figure X:** Input in Unit 1.

The first picture above shows a boy who wants to lift some books. Because there are many books, he cannot lift them alone. The second picture

is a picture of a phone that is ringing. The phone keeps ringing because no one answers it. The third picture is a picture of a dirty board that needs to be cleaned. In the class, the teacher explains that all of these three situations need someone to help to do it. In lifting the heavy book, the boy needs someone to help him. When the telephone rings, the person who is nearest to it should answer it although the telephone is not for her or him. In cleaning the board sometimes the teacher needs to be helped by her students.

c. Focus on Comprehension

There are three tasks in this unit. The first task is finding some words in the table. The purpose of this exercise is to make students memorize and comprehend the language that they have just learnt. When finding the words, the students can also practice their abilities and memorize how to write those words. Having finished doing task 1, students are faced with task 2 that asks them to arrange some jumbled letters. Task 3 is completing a dialogue. The students listen to the teacher and complete the dialogue based on the expression they listen to the teacher. The students do the task individually. Here is one of the exercises.

**Task 2***Arrange the letters into correct sentence.**(susunlah huruf di bawah ini dengan benar)**1. fi l t h t e o k o b* = **lift the book.***2. u t n r f o f h t e m p l a* =*3. h t r w o h t e b a e g a r g* =*4. w e p e s h t e l o o r f* =*5. u t r n n o h t e m p a l* =**Figure XI:** Focus on comprehension in Unit 1.

The task above is arranging words into good sentences. It consists of five numbers. Number 1 has been done to give the students an example of how to do the task. This task is meant to make students able to write the right sentences that they are learning.

**d. Focus on Language**

In the focus on language, students are provided with the correct model of language use. Students are expected to correctly use the expression of asking for a help with their friends. Below is one of the dialogues in the focus on language.



**Figure XII:** Focus on language in Unit 1.

After practicing some dialogues with their partner, the students do task 4. Task 4 is arranging the jumbled words into good sentences. By doing this task, students will be able to make the full expression.

e. Focus on Communication

The task 5 until 7 are expected to make students speak. The students do these tasks in pairs or in groups. Task 5 is making a short dialogue with the language focus that the students have learnt. Task 6 is performing the dialogue that the students create with their partner. The students may use some improvement to make it more interesting. Task 7 is making sentences from the game “snake and ladder”. Below is one of the tasks.

**Task 5**

Work in pairs. Make a short dialogue for your group to perform. Make sure you use *Can you ...?* In the dialog, you may choose one of the following themes.

at home

at school

at a book store

at a supermarket

or have your own theme!

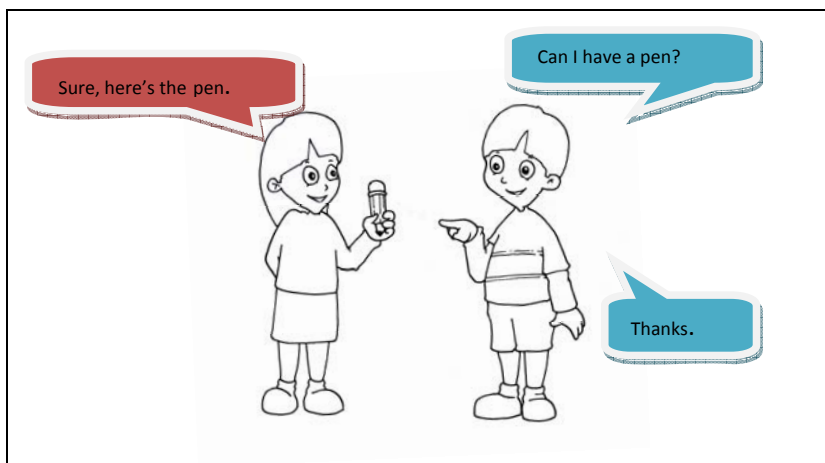


**Figure XIII:** Focus on communication in Unit 1.

## 2. The Designed Materials under the Theme “Can I Have a Pen?”

### a. Warm-up

The warm up part in this unit is a comic strip picture that is supported by a simple dialogue. The purpose is to make students think about the material they will learn.

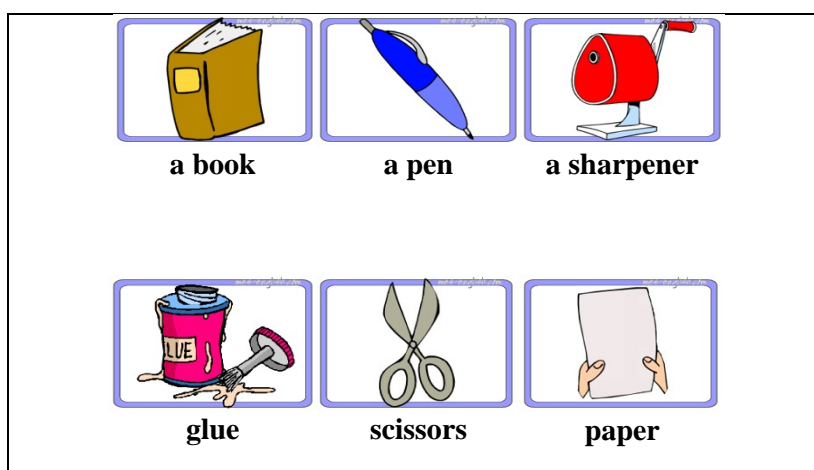


**Figure XIV:** Warm-up in Unit 2.

There is a boy and a girl in the picture above. The boy asks for a pen by saying “Can I have a pen?” The girl who brings a pen gives the pen immediately by saying “Sure, here’s the pen”. This dialogue is expected to direct the students to a situation of asking and responding to a request.

#### b. Input

In the input, some vocabulary words are provided. It gives the students information about language items that should be learnt in this part. The input of this unit can be seen in the picture below.

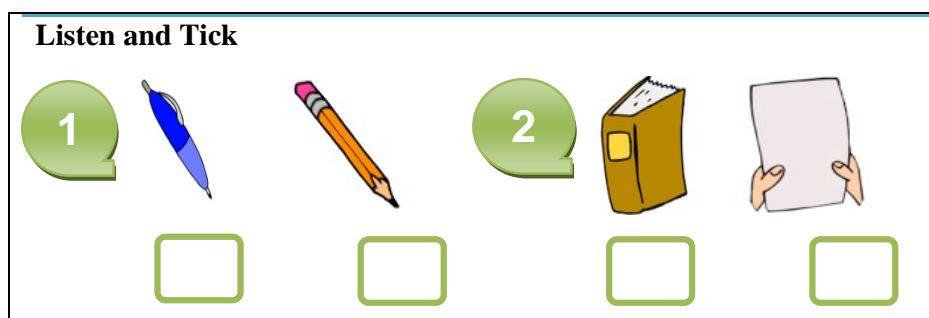


**Figure XV:** Input in Unit 2.

There are nine pictures of stationery that are included in the input. The pictures above are six of the nine pictures. They are a book, a pen, a sharpener, glue, scissors, and paper. In the class, all those stationeries are easily found. The students do not need to imagine the vocabulary items because most of the students have the stationery in their bag.

### c. Focus on Comprehension

In the focus on comprehension, there are three tasks. Task 1 is a listening activity. It helps students to memorize the vocabulary words by choosing the correct pictures. Besides, students can practice the pronunciation that they listen from the teacher. The pictures for the exercise can be seen below.



**Figure XVI:** Focus on comprehension in Unit 2.

The second task is doing a crossword puzzle and task 3 is completing missing expressions by listening to the teacher. Doing the crossword puzzle can make students memorize the words they have learnt and write them correctly. The activity of completing missing expressions can be used to help students remember the complete dialogue they want to learn to improve their listening skills.

### d. Focus on Language

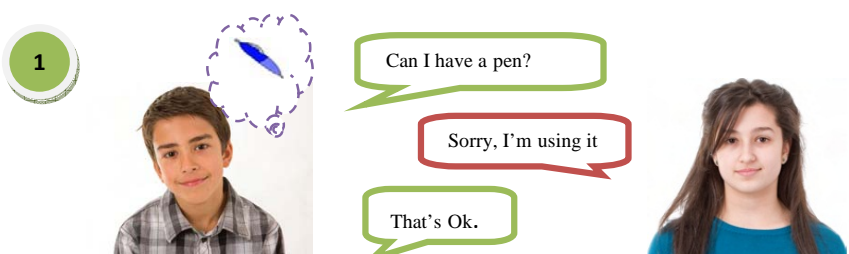
In the focus on language, students are given two short dialogues. These dialogues present how to ask for something and how to respond to it. In the picture below (figure XVII), two pairs of children are having dialogues. The first dialogue shows that the boy asks for a pen to the girl. However, the girl cannot give it. The boy understands and responds to it by saying "That's OK".



The second dialogue presents the girl asking for a sharpener to the boy. The boy accepts her request and then the girl thanks the boy.

**Say and practice it with your partner.**

**1**



Can I have a pen?

Sorry, I'm using it

That's Ok.

**2**



May I have a sharpener?

Here's the sharpener.

Thanks.

**Figure XVII:** Focus on language in Unit 2.

After practicing the dialogues, the students are asked to do the tasks. Task 4 is answering questions related to some situations. Task 5 is a multiple choice task. This task is used to help students to enrich their understanding.

#### d. Focus on Communication

There are two tasks in the focus on communication; they are task 6 and task 7. Task 6 is completing missing something in a dialogues and reporting it to the class. Task 7 is making sentences from the game “snake and ladder”.

### 3. The Designed Materials under the Theme “Let’s Play”

#### a. Warm-up

The first part in this unit is a warm up. In this step, students are provided with a picture of a garden with many children playing in it.



**Figure XVIII:** Warm up in Unit 3.

There are five children in the picture of the garden above, two little boys and three little girls. The boy who wears a cap is blowing a trumpet. The second boy has just come to the garden and he wants to join his friends to play. The girl who wears a yellow dress holds some balloons and feels happy to play them. The next two girls are having fun with the scenery in the park.

#### b. Input

In the input, students are introduced to eight phrases about their daily activities. The students are asked to comprehend and memorize the phrases. Below are the pictures of the input in this lesson.



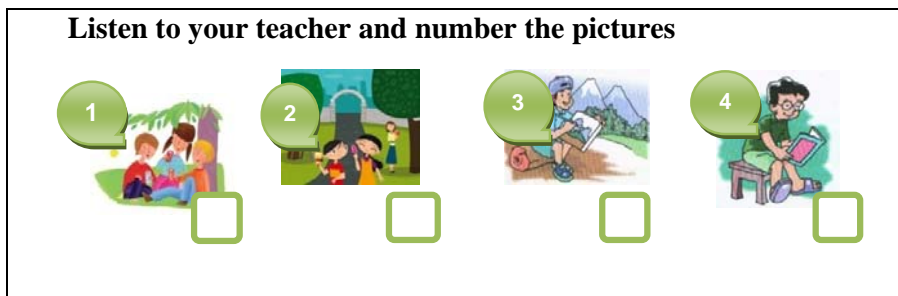
**Figure XIX:** Input in Unit 3.

In the picture above, there are eight activities that students usually do. Students usually play, sing, draw, read, watch TV, and ride a bike. All those activities that are present in this unit are often found in the students' daily routines.

c. Focus on Comprehension

The focus on comprehension in this unit consists of five tasks. Task 1 is a listening task. Students have to listen to the teacher and number the pictures. Task 2 is a writing task. In this task, students are asked to make sentences from the pictures given. Task 3 is filling out missing expressions in the dialogue by listening to the teacher. By doing this task students are expected to be able to listen to the teacher carefully and write the expression correctly.

Task 4 is answering questions based on the dialogue that is presented. Task 5 is arranging jumbled words into good sentences. By doing this task, students will be able to use the full expressions. The picture below is one of the tasks in the focus on content.



**Figure XX:** Focus on comprehension in Unit 3.

The task above is the listening task in task 1. It consists of four pictures. The first picture is a picture of children who are playing cards with friends. The second picture is a picture of two girls who are eating an ice cream together. The third picture is a picture of a boy who is drawing by himself. The last picture is a picture of a boy who is reading a magazine on the chair. In this task, students listen to the teacher's instructions and then number the pictures based on the instructions they hear from the teacher.

d. Focus on Language

The focus on language of this unit consists of three pictures with different situations. The picture of one of the situations can be seen below. The picture shows two children and their father. The children are having a dialogue. The little boy says "Wow, *Sponge Bob*, I like it" The little girl asks her brother to watch it together by saying "Let's watch it together". Her brother wants to join

with her and responds “Allright”. The dialogue shows that the girl asks the boy to do something and the boy responds to her request.

**Read the dialogue below and practice it with your friend!**



**Figure XXI:** Focus on language in Unit 3.

e. Focus on Communication

There are two tasks in the focus on communication; they are task 6 and task 7. Task 6 is conducting an interview with friends and task 7 is reporting the results of the interview in front of the class. Here is one of the tasks in the focus on communication.

**Task 6**

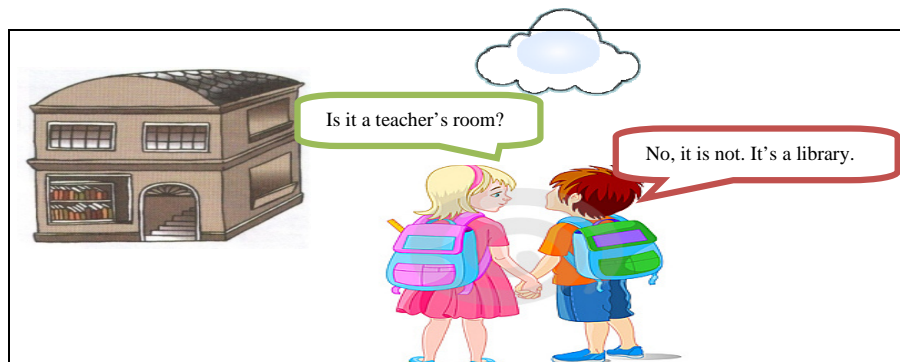
Interview four of your classmates to find out about their hobbies. After that, make a short dialogue with the phrases "Let's"

**For example:**

You : What is your hobby?  
 Your friend : My hobby is reading Doraemon comic.  
 You : Let's read Doraemon comic together!  
 Your friend : All right!

**Figure XXII:** Focus on communication in Unit 3.**4. The Designed Materials under the Theme "Is It a Teacher's Room?"****a. Warm-up**

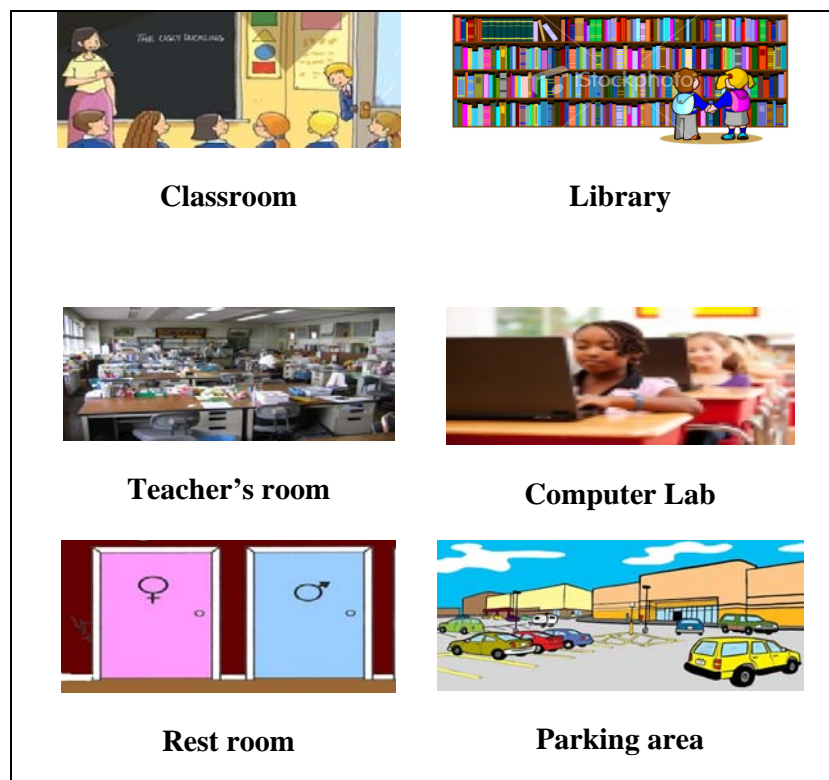
The warm up in this unit is a simple dialogue of questioning and answering. The purpose is to arouse students' interest to the topic. Below is the picture of the warm up.

**Figure XXIII:** Warm up in Unit 4.

In the picture above there are two children who are having a dialogue. The girl asks the boy “Is it a teacher’s room?” Because the building that the girl means is not a teacher’s room but a library, the boy answers “No, it is not. It is a library”. In this part, students will learn how to respond correctly to the other’s opinions or statements.

**b. Input**

The input contains vocabulary items of the school parts such as a library, a teacher’s room, a laboratory, and a canteen. The picture below is the picture of the input in this unit.

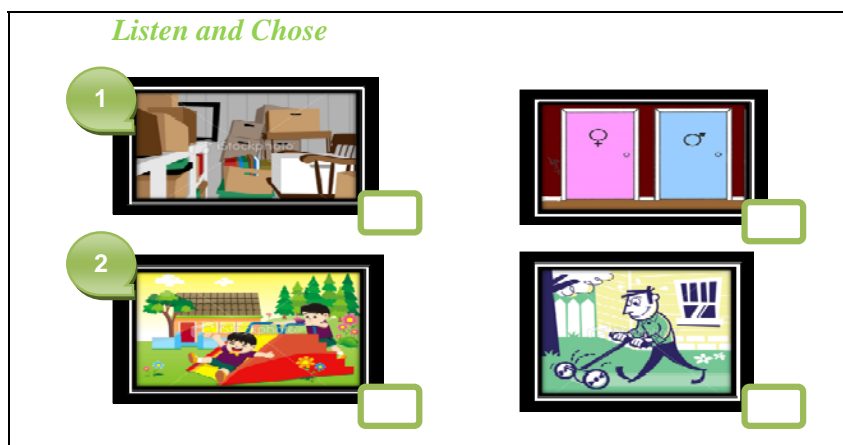


**Figure XXIV:** Input in Unit 4.

The picture consists of six pictures of the school parts. The pictures are used in the cartoon serial to make students interested in the lesson.

c. Focus on Comprehension

There are four tasks in this part. Task 1 is 'listen and choose'. Here, the students have to choose the correct pictures based on the instructions they listen to. After that, students complete the uncompleted words. They complete the missing letters they have learnt in the input. Task 3 is a writing task. In this task, the students have to write the answers based on the pictures. They can also look at the example before they do the task. Task 4 is arranging jumble words into a good sentence.



**Figure XXV:** Focus on comprehension in Unit 4.

The picture above is one of the tasks in the focus on content. This activity involves practicing the students' understanding by listening. In this case, the students are given two different pictures. They have to choose the right picture based on the information they hear. They just need to put a tick to the box that has been provided beside each picture.




d. Focus on Language

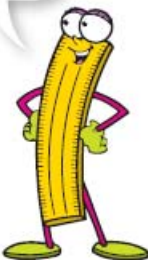
In the focus on language, students practice the dialogues in pairs. Students have to study the dialogue then practice it with his or her friend. After doing the tasks in the focus on communication, students have to report their work in the class orally. It is meant to make the students produce language as a result in learning this material. Below is the focus on language in this unit.


**Read the dialogues.**


Is it a computer lab?




No, it is not.








Is it a classroom?



Yes, it is.

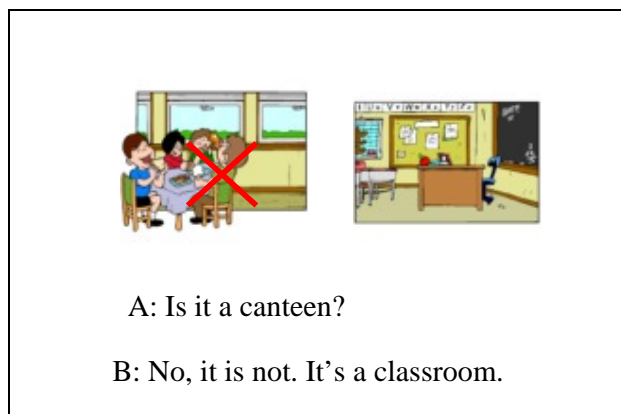


**Figure XXVI:** Focus on language in Unit 4.

After studying the expressions, the students are given task 5. In this task, the students should answer the questions with the right answers. If the students answer “yes”, they must do it with the full expression by saying (‘Yes, it is’) and when they answer “no”, they must answer clearly by saying ‘No, it is not’.

e. Focus on Communication

In the focus on communication, there are two tasks. In the first task, the students should answer the questions with the appropriate answers. If the students answer “yes”, they must do it with the full expression (‘Yes, it is’) and when they answer “no”, they must answer clearly by saying ‘No, it is not. It is a.....’ In doing the second task, students should work in pairs and make some dialogues. Then, they report the results in front of the class. Below is the picture of the task in this part.



**Figure XXVII:** Focus on communication in Unit 4.

#### **D. Try-Out, Evaluation, and Revision**

##### **1. Try-Out, Evaluation, and Revision of the First Draft Units of Materials**

The researcher could judge the effectiveness of the developed English materials through implementation in the classroom. The English materials were given to the students in two try-outs. The first try-out was the first draft of the materials. The second try-out was the revised materials. There were four meetings in each try out.

##### **a. First Draft of the Unit “Can You Help Me?”**

##### **1) Try-Out of the First Draft of the Unit “Can You Help Me?”**

The teacher started the lesson by greeting ‘*Good morning, class*’ and ‘*How are you, today?*’ As a warming up, the teacher asked the students in *Bahasa Indonesia* “*Have you ever helped your mother, your friends, or others?*” After that, the teacher asked them how to ask for help in *Bahasa Indonesia*. Then the teacher gave the materials to the students and asked them to see the picture in the warm up part of the unit.

Having finished explaining the warm up, the teacher read some activities in the input part. Students listened to the teacher and then repeated after her. When the students had read all the activities, the teacher asked them “Is there any difficult word?” Most of them were confused about the meaning of the words they had just read and then asked the teacher to explain the meaning in *Bahasa Indonesia*. The teacher then gave the

meaning in *Bahasa Indonesia* and asked them to memorize all the vocabulary words before doing some exercises. When the students could understand all the words in the input, the teacher asked them to do an exercise. This exercise was listening to the teacher and numbering the pictures. In doing this exercise, the students did not find any difficulty. There were no questions from the students. Besides, all of them did the exercise correctly when the teacher checked their work. After giving the exercises, the teacher explained how to use the expression of asking for help. Firstly, the teacher gave them a dialogue on the board. Then, she asked them to practice the dialogue together in pairs.

After that, the students had to listen to the teacher in doing the third task. In completing the dialogues, the students listened to the teacher. They filled in the blanks based on the expressions they heard. Some students stated that in reading the dialogues, the teacher was too fast so that they could not write the expressions. They needed more time to write.

When the teacher felt that the students had comprehended the concept of this unit, she asked the students to do the next task. The next task was a multiple choice task. Because they had done similar exercises before, the students did not find any difficulty in doing the multiple choice task. After that, the teacher asked the students to arrange the jumbled words into a good sentence. The students found it hard to choose the first word. The teacher wrote the first sentence for the students. She asked the students to continue with the next sentences.

The last activity was playing snake and ladder in pairs. The students seemed very happy to do this task. After giving all the tasks, the teacher asked whether the students felt happy or not. The students said that they were happy in doing the whole activities. Then the teacher closed the lesson.

## 2) The Evaluation of the First Draft of the Unit “Can You Help Me?”

The results gained from the students’ evaluation were presented in the following table.

**Table 6. The Means of the Students’ Evaluation on the First Draft of the Unit “Can You Help Me?”**

No	Statements	Mean of the Unit 1	Number of the Respondents
1.	The task is not too difficult for me.	3.0	38
2.	The tasks are varied.	3.1	38
3.	The tasks have clear instructions.	2.8	38
4.	The tasks are interesting.	3.1	38
5.	I like the pictures in the tasks.	3.2	38
6.	The tasks are graded from simple to difficult.	3.0	38
7.	I like the layout of the materials.	3.1	38
8.	The dialogues/texts are understandable.	3.1	38
9.	The pictures are clear.	3.1	38
10	The tasks motivate me to learn English more.	2.9	38
11	The tasks give me opportunity for practicing English between friends.	2.8	38
12	The tasks give me opportunity to have discussion with my friends.	2.9	38
13	I like the activities in the materials.	3.1	38
14	The tasks are able to develop my pronunciation ability.	3.2	38
15	The inputs give sufficient information needed in doing the tasks	3.1	38

From the table above, it can be inferred that the students accepted the designed tasks quite favorably since their agreements ranged from 2.8 to 3.2. However, there were some tasks relatively less effective so that they needed some improvement. The following is the list of the obtained means from the highest to the lowest.

1. 3.2 The tasks are able to develop my pronunciation ability.
2. 3.2 I like the pictures in the tasks.
3. 3.1 The pictures are clear.
4. 3.1 I can understand the texts.
5. 3.1 I like the activities in the materials.
6. 3.1 The inputs give sufficient information needed in doing the tasks.
7. 3.1 The tasks are interesting.
8. 3.1 The tasks are varied.
9. 3.1 The dialogues/texts are understandable.
10. 3.0 The tasks are graded from simple to difficult one.
11. 3.0 The task is not too difficult for me.
12. 2.9 The tasks motivate me to learn English more.
13. 2.9 The tasks give me opportunity to have discussion between friends.
14. 2.8 The tasks have clear instructions.
15. 2.8 The tasks give me opportunity for practicing English among friends.

It can be seen from the list above that the students' agreement on the statements 12 up to 15 was quite low. The researcher should revise the instruction in the materials. The researcher should also add some speaking task to make the students practice to speak more.

### 3) The Revision of the First Draft of the Unit "Can You Help Me?"

The researcher took the respondents' responses and suggestions into consideration in revising the materials. The results of the observation

during the try-out were included in the revision of the first draft. There were warm up, inputs and tasks in the first draft of the materials. The revision of the unit “Can You Help Me?” was presented in the table below.

**Table 7. The Revision of the First Draft of Unit “Can You Help Me?”**

<b>Components of the materials</b>	<b>Tasks</b>	<b>Feedback</b>	<b>Revision</b>
Warm-up	-	1. There were too many sentences 2. The translation of the instruction should be inserted	1. The sentences were reduced 2. The translation of the instruction was inserted
Input	-	The inputs should be added	The inputs were added
Focus on Comprehension	1. Numbering pictures	The instruction should be translated into Indonesian	The instructions were translated into Indonesian
	-	The task should be added	The task was added
Focus on Language	2. Listening and completing missing dialogue	The form should be changed into a simple one.	The form of the task was changed into simple dialogues
	3. Choosing the correct answer (multiple choice task)	There should be the first sentence given.	The first sentence was given
	4. Arranging jumbled words Arranging jumbled words	The activity should be revised to arouse speaking skill.	The activity was changed into a speaking activity.

5. Making sentences from the game “Snake and Ladder”	This game did not need any improvement	No revision was needed
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The addition of the translation of the instructions was done for all the instructions in the materials. It was because of the students’ failure in understanding the intention of the instruction of the tasks. Therefore, the translation of the instruction of the tasks was inserted there. The respondents also suggested that the speaking task should be improved. Therefore, the speaking task was improved in the revision on this unit.

b. The first Draft of the Unit “Can I Have a Pen?”

1) Try-Out of the First Draft of the Unit “Can I Have a Pen?”

In the beginning of the lesson, the teacher greeted the students and asked questions about stationery such as a pen, a pencil, a ruler, and a sharpener. Then she asked the students to mention the stationery items and the teacher wrote the words on the board. Most of the students already knew some of the stationery items.

In the following activity, the teacher distributed the materials of unit 2 to the students. The teacher asked the students to study the first page that was warm up. The teacher pointed at the two boys having a dialogue in the picture. The first boy asked for a pen to the second boy by saying “Can I have a pen?” the second boy replied by saying “Sure, here’s the



pen”. Then the first boy thanked him. After explaining the picture, the teacher asked the students to study the next page.

On this page, the students studied the vocabulary words of the stationeries and memorized them. After studying the words, the students were asked to read the words after the teacher. The students asked the teacher about the meaning of some words and the pronunciation. The teacher translated the words in *Bahasa Indonesia* and asked them to read again together with her. After that, the teacher asked them to do the tasks.

In doing task 1, the students had to listen to the teacher carefully and put a tick at the right picture. Then the teacher asked the students to practice the dialogues before doing the next activity. After that, the teacher explained the meaning and the language focus in this dialogue. Then the students were asked to do the next task. However, before doing this task, some students said that they did not understand how to do it because the instruction was in English. Then, the teacher gave the instruction in *Bahasa Indonesia* and asked them to listen to her. Having finished doing the activities, the students are asked to do the next task.

The teacher asked the students to do the second task. The second task was completing the missing dialogues. In completing the dialogues, the students listened to the teacher. They filled in the blanks based on the expression they heard. Some students stated that in reading the dialogues,

the teacher was too fast so that they could not write the expressions. They needed more time to write.

The next task was a multiple choice task; the students could do the task well. After that, the students were asked to produce sentences based on the pictures in task 4. The task was easy for the students. It was because the picture and the example were clear enough.

The teacher then asked the students whether or not they were happy during the try-out of the material. The students said that they were happy but they were also very tired since there were a lot of tasks. Then the teacher closed the class.

## 2) The Evaluation of the First Draft of the Unit “Can I Have a Pen?”

The following table is the results of the evaluation gained from the students.

**Table 8. The Means of the Students' Evaluation on the First Draft of the Unit "Can I Have a Pen?"**

No	Statements	Mean of the Unit 2	Number of the Respondents
1.	The task is not too difficult for me.	3.0	38
2.	The activities are varied.	3.2	38
3.	The tasks have clear instructions.	2.9	38
4.	The tasks are interesting.	3.1	38
5.	I like the pictures in the tasks.	3.1	38
6.	The tasks are graded from simple to difficult one.	3.1	38
7.	I like the layout of the materials.	3.0	38
8.	The dialogues/texts are understandable.	3.1	38
9.	The pictures are clear.	3.0	38
10.	The tasks motivate me to learn English more.	3.0	38
11	The tasks give me opportunity for practicing English between friends.	3.0	38
12	The tasks give me opportunity to have discussion with my friends.	3.0	38
13	I like the activities in the materials.	3.2	38
14	The tasks are able to develop my pronunciation ability.	3.1	38
15	The inputs give sufficient information needed in doing the tasks	3.0	38

It can be seen from the table above that the means for the statements stated in the questionnaire for unit "Can I have a pen?" ranged between 2.9 to 3.2. It showed that the respondents had much agreement with the tasks designed in the unit. The rank of the highest to the lowest statement was presented as follows.

1. 3.2 The tasks are varied.
2. 3.2 I like the activities in the materials.
3. 3.1 The dialogues/texts are understandable.
4. 3.1 I like the pictures in the tasks.
5. 3.1 The tasks are able to develop my pronunciation ability.
6. 3.1 The tasks are interesting.
7. 3.1 The tasks are graded from simple to difficult one.
8. 3.0 The inputs give sufficient information needed in doing the tasks.
9. 3.0 The tasks motivate me to learn English more.
10. 3.0 The pictures are clear.
11. 3.0 The tasks give me opportunity to have discussion with my friends.
12. 3.0 The tasks give me opportunity for practicing English among friends.
13. 3.0 The task is not too difficult for me.
14. 3.0 I like the layout of the materials.
15. 2.9 The tasks have clear instructions.

From the open questions in the second questionnaires, the evaluators suggested that the examples of each task should be added. The purpose was to help the students understanding the instructions. Therefore, the researcher added an example for each task in the revision of this unit.

The respondents suggested that the speaking task should be improved. There was a lack of speaking in the task. Therefore, the speaking task was improved in the revision on this unit.

### 3) The Revision of the First Draft of the Unit “Can I Have a Pen?”

The researcher used the respondents’ responses and suggestions in the evaluation sheets to revise the materials. There were eight tasks in the unit “Can I have a pen?” Based on the respondents’ suggestions, the first and the second task could be simplified into one task since the activities

were similar. Therefore, the researcher merged the second task into the first task. The following table presented the revision of the first draft of the unit numbers.

**Table 9. The Revision of the First Draft of the Unit “Can I Have a Pen?”**

<b>Components of the materials</b>	<b>Tasks</b>	<b>Feedback</b>	<b>Revision</b>
Warm-up	-	Translation of the instruction should be inserted	The translation of the instruction was inserted
Input	-	The input did not need to be revised	No revision was added
Focus on Comprehension	1. Numbering pictures	1. The instruction should be translated into Indonesian 2. There should be an example on this task	1. The instructions were translated into Indonesian 2. The example was added
	-	The task should be added	The task was added
Focus on Language	2. Listening and completing missing dialogue	The activity did not need any improvement	No revision was needed
	3. Practicing the dialogue with the partner	The activity did not need any improvement	No revision was needed
	4. Choosing the correct answer (multiple choice task)	This activity should be replaced in the focus on content	This activity was replaced
	5. Writing sentences based on pictures	The activity did not need any revisions	No revision was needed

The translations of the instructions were added in each task. There were also the examples that were inserted in each task. The purpose was for the students to understand the instructions. The respondents suggested that the layout of the task should be revised for the improvement of the materials. Besides, respondents also suggested that the speaking task should be improved. There was a lack of speaking in the task. Therefore, the speaking task was improved.

c. The first Draft of the Unit “Let’s Play”

1) Try-Out of the First Draft of the Unit “Let’s Play”

The teacher greeted the students and asked some questions related to this unit as a warming up. It was aimed at arousing the students’ interest toward the lesson. Then the teacher distributed the materials to the students.

The teacher asked the students to study the input. The students studied the input while the teacher read the words in the input one by one. Then, the teacher asked the students to read the words together after her. The teacher explained the meaning and then asked them to memorize all the phrases.

Having finished studying the input, the students were asked to do some tasks. In doing task 1, the students listened to the teacher carefully and put a tick at the right picture based on what they heard. Then the teacher asked the students to practice the dialogues before doing the next activity. They could do the task well. The input helped the students in

doing the first activity. The first task was listening and numbering pictures. The students could easily do the task. In the next task, the students matched the sentences based on the pictures. The activity was easy because to do it, the students could take a look at the previous page.

The next task was practicing the dialogue in pairs. The teacher explained the content and the language focus in this dialogue. Then the students were asked to do the next task. This activity was a listening task. The students listened to the dialogue read by the teacher and they filled out the missing expressions in the materials. Some students said that in reading the dialogues, the teacher was too fast. So, they could not write the expressions completely. They needed more time to write. The next task was arranging the jumbled words. The students were confused in choosing the first word in a sentence. The teacher then explained that all of the sentences began with “Let’s”. The teacher helped them to do the first number and after that, the students could do the task well.

The teacher wrote the correct answers on the board. After correcting their work by themselves, the students were given the review of the try-out. Then, the lesson was ended and the teacher closed it.

## 2) The Evaluation of the First Draft of the Unit “Let’s Play”

The table below presents the results gained from the students’ evaluation on the worksheets of the unit “Let’s Play”.

**Table 10. The Means of the Students' Evaluation on the First Draft of the Unit "Let's Play"**

<b>No</b>	<b>Statements</b>	<b>Mean of the Unit 3</b>	<b>Number of the Respondents</b>
1.	The task is not too difficult for me.	3.2	38
2.	The activities are varied.	3.1	38
3.	The tasks have clear instructions.	3.1	38
4.	The tasks are interesting.	3.2	38
5.	I like the pictures in the tasks.	3.2	38
6.	The tasks are graded from simple to difficult one.	3.2	38
7.	I like the layout of the materials	3.2	38
8.	The dialogues/texts are understandable.	3.2	38
9.	The pictures are clear.	3.3	38
10	The tasks motivate me to learn English more.	3.1	38
11	The tasks give me opportunity for practicing English among friends.	3.1	38
12	The tasks give me opportunity to have discussion with my friends.	3.1	38
13	I like the activities in the materials.	3.3	38
14	The tasks are able to develop my pronunciation ability.	3.3	38
15	The inputs give sufficient information needed in doing the tasks	3.2	38

Based on the table above, it can be seen that the means for the statements stated in the questionnaire for unit "Let's Play" ranged between 3.1 and 3.3. It showed that the respondents had much agreement with the designed materials of the unit "Let's Play". The rank from the highest to the lowest statement was presented as follows.



1. 3.3 The pictures are clear.
2. 3.3 I like the activities in the materials.
3. 3.3 The tasks are able to develop my pronunciation ability.
4. 3.2 I like the pictures in the task.
5. 3.2 I like the layout of the materials.
6. 3.2 The tasks are graded from simple to difficult one.
7. 3.2 The task is not too difficult for me.
8. 3.2 The tasks are interesting.
9. 3.2 The dialogues/texts are understandable.
10. 3.2 The inputs give sufficient information needed in doing the tasks.
11. 3.1 The activities are varied.
12. 3.1 The tasks give me opportunity to have discussion with my friends.
13. 3.1 The tasks give me opportunity for practicing English among friends.
14. 3.1 The tasks motivate me to learn English more.
15. 3.1 The tasks have clear instructions.

The results of the open questions in the second questionnaires showed that there were some revisions needed to improve the materials. The evaluators suggested that the instruction should be simplified. The instructions should be clear and short. Therefore, the instructions would be replaced and simplified.

The respondents also suggested that the tasks should be more varied. The tasks should be more interesting for the students.

### 3) The Revision of the First Draft of the Unit “Let’s Play”

The researcher considered not only the close questionnaire from the respondents but also the open questions of the questionnaire. The results of the observation were also included in the revision of the first draft.

The revision of the materials in the unit “Let’s Play” can be seen in the following table.

Table 11. The Revision of the First Draft of the Unit “Let’s Play”

Components of the materials	Tasks	Feedback	Revision
Warm-up	-	The translation of the instruction should be inserted	The translation of the instruction was inserted
Input	-	The input did not need to be revised	No revision was added
Focus on Comprehension	1. Numbering pictures	The instruction should be translated into Indonesian	The instructions were translated into Indonesian
	2. Matching words with the pictures	The activity did not need any improvement	No revision was needed
Focus on Language	3. Practicing the dialogue with the partner	The activity did not need any improvement	No revision was needed
	4. Listening and completing missing dialogue	The activity did not need any improvement	No revision was needed
	5. Arranging the jumbled letters	The activity did not need any improvement	No revision was needed
	-	The task should be added	The tasks were added

The researcher revised the first draft of the unit “Let’s Play” based on the respondents’ suggestions. The respondents suggested that the instructions should be translated into Indonesian. The respondents also suggested that some tasks should be presented in different techniques so that the students would not get bored. Besides, the respondents said that the tasks should be added with a speaking task.

d. The first Draft of the Unit “Is It a Teacher’s Room?”

1) Try-Out of the First Draft of the Unit “Is It a Teacher’s Room?”

In the beginning of the lesson, the teacher greeted the students. Then the teacher distributed the materials to the students. Before the main lesson, the teacher asked the students to mention the school parts that they knew such as a classroom, a library, and a laboratory. Some students were confused of the names of some school parts. Therefore, the teacher asked them to read after her the names of the school parts in the input.

The teacher explained the input to the students. She read the words in the input once and asked the students to repeat her pronunciation. Some students were still confused about the meaning of some school parts. Then the teacher translated all of the school parts in the input and asked them to memorize them. Having finished studying the input, the students were asked to do the designed activities.

The first activity was doing the first task. The task was a listening task by choosing the right picture. The students did not find any difficulty in doing this task. The teacher asked them to continue to do the next task. The students completed the missing words with the correct letters. The students were allowed to read the words in the input while they were doing the exercise. The students could do the task easily.

After doing the exercises, the students were given an explanation about the language focus and the content, and then they were asked to practice the dialogue in pairs. The teacher then gave examples in *Bahasa*

*Indonesia*. When the students could understand the dialogue, the teacher asked them to do the next task.

The next task was answering questions. The students were rather confused in doing this task. They did not know how to answer the questions so that they needed an example. The teacher asked them to study the previous dialogues and then explained it again. The teacher told the students to try to do the task. They could do the task. The second task was a listening task. The students listened to dialogues that were read by the teacher. The students chose the right pictures and then completed the missing expressions based on the expressions they heard. In doing this task, the students found some difficulty. They could not write the words correctly. The teacher read the dialogues several times. The teacher spoke slowly and clearly. Having understood the expressions, the students could do the task.

Having finished doing all of the tasks, the teacher asked whether or not the students were happy doing the tasks. The students said that they were happy doing the task. They said that the tasks were not too difficult for them. Then, the teacher asked the students to have a prayer.

## 2) The Evaluation of the First Draft of the Unit “Is It a Teacher’s Room?”

The results gained from the students’ evaluation were presented in the following table.

**Table 12. The Means of the Students' Evaluation on the First Draft of the Unit "Is It a Teacher's Room?"**

<b>No</b>	<b>Statements</b>	<b>Mean of the Unit 4</b>	<b>Number of the Respondents</b>
1.	The task is not too difficult for me.	3.3	38
2.	The activities are varied.	3.3	38
3.	The tasks have clear instructions.	3.1	38
4.	The tasks are interesting.	3.2	38
5.	I like the pictures in the tasks.	3.3	38
6.	The tasks are graded from simple to difficult one.	3.2	38
7.	I like the layout of the materials	3.2	38
8.	The dialogues/texts are understandable.	3.3	3
9.	The pictures are clear.	3.2	38
10.	The tasks motivate me to learn English more.	3.2	38
11.	The tasks give me opportunity for practicing English among friends.	3.2	38
12.	The tasks give me opportunity to have discussion with my friends.	3.2	38
13.	I like the activities in the materials.	3.3	38
14.	The tasks are able to develop my pronunciation ability.	3.3	38
15.	The inputs give sufficient information needed in doing the tasks	3.2	38

Based on the table above, it can be seen that the means for the statements stated in the questionnaire for unit "Is It a Teacher's Room?" ranged between 3.1 and 3.3. It showed that the respondents had much agreement with the tasks designed in the unit. The rank of the highest to the lowest statements was presented as follows.

1. 3.3 The activities are varied.
2. 3.3 The task is not too difficult for me.
3. 3.3 The dialogues/texts are understandable.
4. 3.3 I like the pictures in the tasks.
5. 3.3 I like the activities in the materials.
6. 3.3 The tasks are able to develop my pronunciation ability.
7. 3.2 The tasks are interesting.
8. 3.2 The tasks give me opportunity for practicing English among friends.
9. 3.2 The tasks motivate me to learn English more.
10. 3.2 The tasks are graded from simple to difficult one.
11. 3.2 The pictures are clear.
12. 3.2 The inputs give sufficient information needed in doing the tasks.
13. 3.2 I like the layout of the materials.
14. 3.2 The tasks give me opportunity to have discussion with my friends.
15. 3.1 The tasks have clear instructions.

The evaluators suggested that every task in the materials should be added with examples of the correct answers. Therefore, the researcher added the example of the correct answer in the beginning of every task.

The respondents suggested that the instructions of the task should be translated. The researcher translated the instruction in each task. Besides, respondents also suggested that the speaking task should be improved. There was lack of speaking in the task. Therefore, the speaking task was improved in the revision.

In addition, the respondents suggested that the layout of the materials should be revised. It was in order to make the layout more interesting to the students.

### 3) The Revision of the First Draft of the Unit “Is It a Teacher’s Room?”

Having conducted the evaluation of the materials, the researcher did some revisions. The results of the questionnaires and the suggestions from the respondents were used as a consideration to revise the materials.

**Table 13. The Revision of the First Draft of the Unit “Is It a Teacher’s Room?”**

<b>Components of the materials</b>	<b>Tasks</b>	<b>Feedback</b>	<b>Revision</b>
Warm-up	-	The translation of the instruction should be inserted	The translation of the instruction was inserted
Input	-	The inputs were enough	No revision in the inputs
Focus on Comprehension	1. Numbering pictures	The instruction should be translated into Indonesian	The instructions were translated into Indonesian
	2. Completing missing letters	The task did not need any revision	No revision was added
Focus on Language	3. Listening and completing missing dialogue	The task did not need any revision	No revision was added
	4. Arranging jumbled words Arranging jumbled words	There should be an example given.	The example was given
	5. Answering questions with the correct expression	The task did not need any revision	No revision was added
	6. Writing sentences based on the pictures	The activity should be revised to arouse the speaking skill	The activity was changed into speaking activity.

## 2. Try-Outs, Evaluation, and Revision of the Second Draft Units of Materials

There were some weaknesses of the designed materials gained from the first try-outs. The results of the first try-outs showed that the designed materials still needed some revisions. The content and the layout of the materials were revised based on these results. The researcher produced the second draft of the materials.

### a. The second Draft of the Unit “Can You Help Me?”

#### 1) Try-Out of the Second Draft of the Unit “Can You Help Me?”

The teacher greeted the students and started the lesson by asking some questions to them. The purpose of the questions was to get the students’ attention to the lesson. The questions were related to what the students did in the beginning of the lesson. The teacher asked how the students asked for a help to someone. Then, the teacher gave the material to the students. She asked the students to study the input. The inputs were added so that the students had more vocabulary to be studied. The students became more attracted to the input. After studying the input, the students were asked to do the first task. The instruction of the task was completed with the translation in *Bahasa Indonesia* so that the students understood the instructions. The students numbered the vocabulary items that they had learned in the input. The students could do the first task well. The students



felt that it was easy to do the first task. They could finish doing the first task. The activity was continued to the second task.

In doing the second task, the students did not find difficulty. The students completed the missing expressions. They were happy in doing the second task. The teacher asked the students to do the next task. In this task, there was a writing activity. The teacher gave an example to guide them in doing this task. The teacher asked them to look for the difficult words in the vocabulary list. The students felt that it was difficult to do this task because there were some unfamiliar words in the questions.

Having finished doing task 3, the students did the next task. There were jumbled words to be arranged into a good sentence. An example was given to help the students doing the task. The students could finish the task. The lesson was continued to the next task. The teacher asked the students to practice the expressions of asking for a help in pairs and made a dialogue to be performed in the class. The students could choose their own theme. The students could make the simple dialogue of asking for help easily. The next task was presenting the dialogue they had made in the class. Most of the students were confident to report the dialogue orally in front of the class.

The following activities were finishing the last task. The task was formed in a snake and ladder game. They were very eager and happy to do

this task. By doing this task, the students could produce expressions of asking for help spontaneously and happily.

Finishing the materials, the teacher asked the students to say prayers together. Before going home, the teacher delivered the questionnaire for the students.

## 2) The Evaluation of the Second Draft of the Unit “Can you help me?”

The results gained from the students’ evaluation were presented in the table below.

**Table 14. The Means of the Students’ Evaluation on the First Draft of the Unit “Can you help me?”**

No	Statements	Mean of the Unit 1	Number of the Respondents
1.	The task is not too difficult for me.	3.4	38
2.	The activities are varied.	3.5	38
3.	The tasks have clear instructions.	3.4	38
4.	The tasks are interesting.	3.5	38
5.	I like the pictures in the tasks.	3.5	38
6.	The tasks are graded from simple to difficult one.	3.4	38
7.	I like the layout of the materials	3.4	38
8.	The dialogues/texts are understandable.	3.4	38
9.	The pictures are clear.	3.4	38
10.	The tasks motivate me to learn English more.	3.5	38
11.	The tasks give me opportunity for practicing English among friends.	3.5	38
12.	The tasks give me opportunity to have discussion with my friends.	3.4	38
13.	I like the activities in the materials.	3.5	38
14.	The tasks are able to develop my pronunciation ability.	3.5	38
15.	The inputs give sufficient information needed in doing the tasks	3.5	38

The data obtained from the students' evaluation showed that the range of the means was from 3.4 to 3.5. From the range of the means, it could be inferred that the designed materials developed by the researcher were suitable for the students. The rank of the statements by the highest to the lowest scores can be seen as follows.

1. 3.5 The tasks motivate me to learn English more.
2. 3.5 I like the activities in the materials.
3. 3.5 The tasks give me opportunity for practicing English among friends.
4. 3.5 I like the pictures in the tasks.
5. 3.5 The tasks are interesting.
6. 3.5 The tasks are able to develop my pronunciation ability.
7. 3.5 The activities are varied.
8. 3.5 The inputs give sufficient information needed in doing the tasks
9. 3.4 The task is not too difficult for me.
10. 3.4 The tasks are graded from simple to difficult one.
11. 3.4 The tasks have clear instructions.
12. 3.4 The pictures are clear.
13. 3.4 The dialogues/texts are understandable.
14. 3.4 I like the layout of the materials
15. 3.4 The tasks give me opportunity to have discussion with my friends.

From the open questions, the respondents stated that the materials did not need revision much. However, some of the tasks needed to be simplified or changed. It was to make the students feel at ease in doing the task.

### 3) The Revision of the Second Draft of the Unit "Can you help me?"

Following the results of the observation and the evaluations, the second draft of the unit "Can you help me?" was revised. The revision of the writing tasks was presented in the following table.

Table 15. The Revision of the First Draft of Unit “Can you help me?”

Components of the materials		Tasks	Feedback	Revision
Warm-up	-		The activity did not need any improvement	No revision was needed
Input	-		The vocabulary in the inputs should be in the class context	The inputs were added and changed
Focus on Comprehension	1.	Numbering pictures	The activity did not need any improvement	No revision was needed
	2.	Listening and completing missing dialogue	The activity did not need any improvement	No revision was needed
Focus on Language	3.	Making sentences from some situation provided	The task should be changed into a simple one.	The task was changed into a simple one.
	4.	Arranging jumbled words	The activity did not need any improvement	No revision was needed
Focus on Communication	5.	Making a short dialogue in pairs	The activity did not need to be revised	No revision was needed
	6.	Performing the dialogue in pairs	The activity did not need to be revised	No revision was needed
	7.	Making sentence from the game “Snake and Ladder”	The activity did not need any improvement	No revision was needed

The respondents considered that the materials were appropriate for the students except for some tasks. The respondents suggested that these tasks should be made simpler and easier. It was because these tasks were too difficult for the students. In response to this, the tasks were simplified.

b. Second Draft of the Unit “Can I have a pen?”

1) Try-Out of the Second Draft of the Unit “Can I have a pen?”

In the beginning of the lesson, the teacher greeted the students. She asked some questions to the students. The questions were related to the theme. The teacher asked the students to mention the stationery that they knew. The students could mention the names of the stationery items that they knew. The students’ attentions were directed to the theme.

The following activity was studying the input. The teacher asked the students to study the vocabulary items in the input. The teacher asked the students whether or not they understood the input. The students said that they could understand the input. Then, the teacher asked the students to do the first task.

In doing the first task, the students did not find difficulties. The students could do the task well since the translation of the instruction had been inserted in the beginning of the task and they listened to the teacher carefully. Moreover, there was an example of how to do the task. The students finished this listening task easily. The teacher asked the students

to continue doing the next task. The following task was a multiple choice task. The instruction in this task was completed with the Indonesia translation so that the students understood the instructions. The students stated that this task was really easy.

The students did the next task after doing task two. In this task, the students read the situations first before writing the suitable expressions. The teacher guided the students in doing this task. The teacher asked the students to find the answers by themselves. The students could do this task. Then the teacher asked the students to report the answers in their notebooks. Finishing doing task three, the students listened to the teacher's explanation about the language focus in this unit. They were given some examples of asking something correctly and how to respond to it when they accepted or declined the request.

The next task was listening. The students listened to the teacher and then they filled in the blanks based on the information they heard from the teacher. The students did the task well. Task five was writing sentences based on the pictures. An example was given for the first and the second numbers so that the students did the task easily. Then, the students wrote the expressions based on the pictures. The students could do the task well.

Having finished doing task five, the students continued doing the next task. The teacher told the students that this task was a game. They seemed enthusiastic. The teacher explained the rules of the game. In giving

the instructions she also gave an example. The teacher told the students to be confident in giving the instructions in English. Finally, the students were happy with the game. Having finished doing all the tasks, the teacher asked the students to close the lesson by saying prayers.

## 2) The Evaluation of the Second Draft of the Unit “Can I have a pen?”

Following the results of the observation and the evaluations, the second draft of the designed tasks was revised. The revision of the writing tasks is presented in the following table.

**Table 16. The Means of the Students’ Evaluation on the Second Draft of the “Can I have a pen?”**

No	Statements	Mean of the Unit 2	Number of the Respondents
1.	The task is not too difficult for me.	3.4	38
2.	The activities are varied.	3.4	38
3.	The tasks have clear instructions.	3.5	38
4.	The tasks are interesting.	3.4	38
5.	I like the pictures in the tasks.	3.4	38
6.	The tasks are graded from simple to difficult one.	3.4	38
7.	I like the layout of the materials	3.4	38
8.	The dialogues/texts are understandable.	3.5	38
9.	The pictures are clear.	3.5	38
10.	The tasks motivate me to learn English more.	3.5	38
11.	The tasks give me opportunity for practicing English among friends.	3.4	38
12.	The tasks give me opportunity to have discussion with my friends.	3.5	38
13.	I like the activities in the materials.	3.4	38
14.	The tasks are able to develop my pronunciation ability.	3.5	38
15.	The inputs give sufficient information needed in doing the tasks	3.4	38

Based on the table above, it can be seen that the means for the statements stated in the questionnaire for unit “Can I have a pen?” ranged between 3.4 and 3.5. It showed that the respondents had much agreement with the designed materials of the unit “Can I have a pen?” The rank of the statements by the highest to the lowest scores can be seen as follows

1. 3.5 The tasks have clear instructions.
2. 3.5 The tasks give me opportunity for practicing English among friends.
3. 3.5 The tasks motivate me to learn English more.
4. 3.5 The tasks give me opportunity to have discussion with my friends.
5. 3.5 The pictures are clear.
6. 3.5 I can understand the texts.
7. 3.4 The task is not too difficult for me.
8. 3.4 The inputs give sufficient information needed in doing the tasks.
9. 3.4 The tasks are graded from simple to difficult one.
10. 3.4 I like the pictures in the tasks.
11. 3.4 The tasks are interesting.
12. 3.4 The tasks are able to develop my pronunciation ability.
13. 3.4 I like the activities in the materials.
14. 3.4 The dialogues/texts are understandable.
15. 3.4 The tasks are varied.

Based on the comments and suggestions in the open questionnaire, the respondents said that the materials were suitable for the students. This second draft did not need any major improvement.

### 3) The Revision of the Second Draft of the Unit “Can I have a pen?”

The revision and the redesigning of the tasks in this unit were done according to the respondents’ responses and suggestions. The revision and the redesigning of the tasks are presented as follows:



**Table 17. The Revision of the Second Draft of the Unit “Can I have a pen?”**

<b>Components of the materials</b>	<b>Tasks</b>	<b>Feedback</b>	<b>Revision</b>
Warm-up	-	There were too much sentences	The sentences were reduced
Input	-	-	No revision was needed
Focus on Comprehension	1. Numbering pictures	The activity did not need any improvement	No revision was needed
	2. Multiple choice	The activity did not need any revision	No revision was needed
Focus on Language	3. Making sentences from some situation provided	The activity did not need any improvement	No revision was needed
	4. Listening and completing dialogues	The activity did not need any improvement	No revision was needed
Focus on Communication	5. Completing the expressions based on the pictures	The activity did not need to be revised	No revision was needed
	6. Making sentence from the game “Snake and Ladder”	The activity did not need to be revised	No revision was needed

The respondents said that all of the tasks in this unit were necessary for the students. The respondents said that more tasks should be added. Therefore, some tasks were added for this unit.

c. The second Draft of the Unit “Let’s Play”

1) Try-Out of the Second Draft of the Unit “Let’s Play”

The teacher greeted the students and asked some questions related to the theme. It was aimed at improving the students’ interest toward the lesson. Then the researcher distributed the materials to the students. The teacher asked the students to study the input. The students studied the input while the teacher read the phrases carefully.

In doing the first task, the students felt at ease. The students could number the pictures easily because the teacher did not read the instruction fast. The students could follow the teacher well.

The next task was matching the words with the correct pictures. In doing this task, the students worked individually. They did the task easily. It was because the teacher let the students copy the phrases in the previous page.

The third and the fourth tasks were answering questions based on dialogues. There were two dialogues in this unit. The teacher asked the students to read the dialogues in pairs. The teacher read the first dialogue and explained the content of the dialogue. After that, the students were asked to do task three. Most of the students were confused about the question so that the teacher explained the meaning of the question. Having finished doing task three, the students were asked to continue doing the next task. In doing task four, the students did not find any difficulty. It was

because the teacher had explained the meaning of the questions in the previous task. They could finish the task.

The next task was listening. It was done by completing the missing expressions. Before doing this task, the teacher explained the language focus first. Because no student asked questions related to the language focus, the teacher asked them to do the task. The students listened to the dialogues read by the teacher. The students completed the missing expressions in the dialogues based on the text they heard. In doing this task, the students did not find difficulty. It was because the teacher had explained the expression before and, besides, the teacher spoke slowly and clearly. Having finished doing this task, the students were asked to do the sixth task.

Task six was arranging jumbled words. The students did the task well. The next task was an interview task. The students said that they were confused in doing the task. It was because the interview task was not clear enough. The teacher then explained to them how to do this task.

The following activity was doing the last task. The students had to report their work to the class based on the interview they had conducted. In doing this task, the students felt happy because they could speak in front of the class.

In the end of the lesson, the teacher reviewed the try-out. Then, the lesson was ended by saying prayers together.

## 2) The Evaluation of the Second Draft of the Unit “Let’s Play”

The table below presents the results gained from the students’ evaluation on the material of the unit “Let’s Play”.

**Table 18. The Means of the Students’ Evaluation on the Second Draft of the Unit “Let’s Play”**

No	Statements	Mean of the Unit 3	Number of the Respondents
1.	The task is not too difficult for me.	3.4	38
2.	The activities are varied.	3.5	38
3.	The tasks have clear instructions.	3.4	38
4.	The tasks are interesting.	3.4	38
5.	I like the pictures in the tasks.	3.5	38
6.	The tasks are graded from simple to difficult one.	3.4	38
7.	I like the layout of the materials.	3.4	38
8.	The dialogues/texts are understandable.	3.4	38
9.	The pictures are clear.	3.4	38
10	The tasks motivate me to learn English more.	3.4	38
11	The tasks give me opportunity for practicing English among friends.	3.4	38
12	The tasks give me opportunity to have discussion with my friends.	3.4	38
13	I like the activities in the materials.	3.5	38
14	The tasks are able to develop my pronunciation ability.	3.5	38
15	The inputs give sufficient information needed in doing the tasks	3.4	38

Based on the table above, it can be seen that the means for the statements stated in the questionnaire for unit “Let’s Play” ranged between 3.4 and 3.5. It showed that the respondents had much agreement with the designed materials of the unit “Let’s Play”. The rank of the statements by the highest to the lowest scores can be seen as follows.

- |     |     |   |
|-----|-----|---|
| 1.  | 3.5 | The activities are varied.  |
| 2.  | 3.5 | I like the activities in the materials.                             |
| 3.  | 3.5 | The tasks are able to develop my pronunciation ability.             |
| 4.  | 3.5 | I like the pictures in the tasks.                                   |
| 5.  | 3.4 | The tasks give me opportunity for practicing English among friends. |
| 6.  | 3.4 | The inputs give sufficient information needed in doing the tasks    |
| 7.  | 3.4 | The dialogues/texts are understandable.                             |
| 8.  | 3.4 | The tasks are interesting.  |
| 9.  | 3.4 | The task is not too difficult for me.                               |
| 10. | 3.4 | The tasks have clear instructions.                                  |
| 11. | 3.4 | The tasks motivate me to learn English more.                        |
| 12. | 3.4 | The tasks are graded from simple to difficult one.                  |
| 13. | 3.4 | The pictures are clear.   |
| 14. | 3.4 | I like the layout of the materials.                                 |
| 15. | 3.4 | The tasks give me opportunity to have discussion with my friends.   |

The results of the open questions in the second questionnaires showed that there was no revision needed to improve the materials. The respondents stated that the materials were suitable for the students. The respondents suggested that the tasks should be made more varied. The tasks should be made more interesting for the students.

### 3) The Revision of the Second Draft of the Unit “Let’s Play”

The analysis used data from the close and open questionnaires. The revision of the materials in the unit “Let’s Play” can be seen in the following table.

Table 19. The Revision of the Second Draft of the Unit “Let’s Play”

Components of the materials	Tasks	Feedback	Revision
Warm-up	-	-	No revision was needed
Input	-	-	No revision was needed
Focus on Comprehension	1. Numbering pictures	The activity did not need any improvement	No revision was needed
	2. Matching pictures with its phrase	The activity did not need any revision	No revision was needed
	3. Answering questions based on the dialogue	The task did not need to be revised	No revision was needed
	4. Answering questions based on the dialogue	The activity should be changed to the other task	This task was changed
Focus on Language	5. Listening and completing missing expressions	The task did not need to be revised	No revision was needed
	6. Arranging jumble words	The task did not need to be revised	No revision was needed
Focus on Communication	7. Interviewing friends	The activity did not need to be revised	No revision was needed
	8. Presenting the work in the class	The activity did not need to be revised	No revision was needed

d. Second Draft of the Unit “Is it a teacher’s room?”

1) Try-Out of the Second Draft of the Unit “Is it a teacher’s room?”

In the beginning of the lesson, the teacher greeted the students. The teacher asked some questions related to the theme to arouse the students’ attention to the lesson. Then the teacher distributed the materials to the students. She asked the students to study the input of the materials. The teacher explained the input to the students. She read the words in the input twice. Then the students read the words together.

The following activity was doing the first task. The task was listening. It was done by ticking the words that the students listened from the teacher. The teacher helped the students by giving an example. The students could do the tasks well.

In the second task, there were missing letters in the words that the students had studied in the input. The students completed the words with the correct letters. The students were allowed to read the input while they were doing the task. The students could do the task easily.

The third task was listening and completing the missing dialogues with the correct expressions. Before the students did this task, the teacher explained the language focus. Besides, how to ask and answer the questions correctly. In doing this task, the students listened to the dialogues read by the teacher. The students completed the missing expressions in the dialogues based on the expressions they heard. In doing this task, the students did not find any difficulty.

The teacher asked the students to read the dialogue in pairs. There were two dialogues of asking for clarification. The teacher asked the students to study the dialogues. The teacher explained the language focus and its purpose to the students. Having understood the teacher's explanation, the students were asked to do the next task.

This task was completing a dialogue of asking for clarification. The students were rather confused in doing this task. They did not know what to write. The teacher asked them to study the language focus. The teacher gave them other examples. They could do the task. The next task was writing sentences based on the picture and then reported the results to the class. The students could finish the task well.

Having finished doing all of the tasks, the students were asked by the teacher whether or not they were happy doing the tasks. The students said that they were happy doing the task. They said that the tasks were not too difficult for them. Then, the teacher asked the students to say prayers.

## 2) The Evaluation of the Second Draft of the Unit "Is it a teacher's room?"

The results of the analysis from the students' evaluation are presented in the following table.



Table 20. **The Means of the Students' Evaluation on the Second Draft of the Unit "Is it a teacher's room?"**

No	Statements	Mean of the Unit 4	Number of the Respondents
1.	The task is not too difficult for me.	3.4	38
2.	The activities are varied.	3.5	38
3.	The tasks have clear instructions.	3.5	38
4.	The tasks are interesting.	3.4	38
5.	I like the pictures in the tasks.	3.4	38
6.	The tasks are graded from simple to difficult one.	3.4	38
7.	I like the layout of the materials	3.6	38
8.	The dialogues/texts are understandable.	3.4	38
9.	The pictures are clear.	3.4	38
10.	The tasks motivate me to learn English more.	3.4	38
11.	The tasks give me opportunity for practicing English among friends.	3.4	38
12.	The tasks give me opportunity to have discussion with my friends.	3.4	38
13.	I like the activities in the materials.	3.6	38
14.	The tasks are able to develop my pronunciation ability.	3.5	38
15.	The inputs give sufficient information needed in doing the tasks	3.4	38

Based on the table above, it can be seen that the means for the statements stated in the questionnaire for this unit ranged between 3.4 and 3.6. It showed that the respondents had much agreement with the tasks designed in the unit. The rank of the statements by the highest to the lowest scores can be seen as follows.

1.	3.6	I like the activities in the materials.
2.	3.6	I like the layout of the materials.
3.	3.5	The activities are varied.
4.	3.5	The tasks are able to develop my pronunciation ability.
5.	3.5	The tasks have clear instructions.
6.	3.4	The tasks motivate me to learn English more.
7.	3.4	The pictures are clear.
8.	3.4	I like the pictures in the tasks.
9.	3.4	The tasks are interesting.
10.	3.4	The dialogues/texts are understandable.
11.	3.4	The task is not too difficult for me.
12.	3.4	The tasks are graded from simple to difficult one
13.	3.4	The inputs give sufficient information needed in doing the tasks.
14.	3.4	The tasks give me opportunity for practicing English among friends.
15.	3.4	The tasks give me opportunity to have discussion with my friends.

The respondents suggested that there should be additional tasks especially in speaking that should be done in pairs. The purpose was to help the students to have a conversation among their friends. Therefore, the researcher added a speaking task in this unit.

### 3) The Revision of the Second Draft of the Unit “Is it a teacher’s room?”

Having conducted the evaluation of the materials, the researcher did some revisions. The results of the questionnaires and the suggestions from the respondents were used as a consideration to revise the materials.

The respondents suggested that more sources should be added for the input. The format of the dialogues should be presented in an interesting way. One of the examples was using comic strips in presenting the dialogue. The revision of the materials in this unit is presented in the following table.

**Table 21. The Revision of the Second Draft of the Unit “Is it a teacher’s room?”**

<b>Components of the materials</b>	<b>Tasks</b>	<b>Feedback</b>	<b>Revision</b>
Warm up	-	The activity did not need any revision.	There was no revision needed
Input	-	The input did not need any revision.	There was no revision needed
Focus on Comprehension	1. Reading dialogues	The activity did not need any revision.	There was no revision needed
	2. Completing dialogues	The activity did not need any revision.	There was no revision needed
	3. Arranging jumbled sentences into a good dialogue	The activity did not need any revision.	There was no revision needed
Focus on Language	4. Listening to dialogues	The teacher should read the dialogues slowly and clearly	The teacher read the dialogue slowly and clearly
	5. Answering questions based on the data	The activity did not need any revision.	There was no revision needed
Focus on Communication	1. Writing a dialogue in pairs	There should be an example of the dialogue.	The example of a dialogue was added
	2. Completing a form of personal data	The activity did not need any revision.	The activity did not need any revision.

#### **E. Final Product**

The final product of the designed materials was organized after the two revisions had been made. The final product was the result of the improvement that was done in the first and second try-outs. The improvement included, among

others, the addition of examples in some units and Indonesian translation in some of the instructions in the tasks. The following presents the summary of the stages to produce the final version of the designed materials.

Table 22. **The Final Product of all the Units.**

Unit	Tasks	Respondents' evaluation	Students' and the Teacher's Opinion	Revision
1	Can you help me?	1. Warm up: The sentences are acceptable.		There is no revision
		2. Input : The pictures are clear enough.		
	1	The task is acceptable.	1. The font should be enlarged	1. The font was enlarged
	2	The task is acceptable.	2. There is no suggestion	2. There is no revision
	3	The forms of the dialogues are already simple.	-	The form of the dialogues do not need any revision.
	4	There is no example.	An example in this task should be inserted.	An example is inserted.
	5	The activity is acceptable.	-	No revision is needed.
	6	The activity is acceptable.	-	No revision is needed.
	7	The activity is acceptable.	-	No revision is needed.

Unit	Tasks	Respondents' evaluation	Students' and the Teacher's Opinion	Revision
2 Can I have a pen?		1. Warm up: Effective.	-	-
		2. Input: The information is enough.	-	-
	1	The task is acceptable.	-	-
	2	The crosswords are not given a frame yet.	The crosswords should be given a frame.	The crosswords are given a frame.
	3	The dialogues are already simple.	-	No revision is needed.
	4	The task is acceptable.	-	-
	5	The task is acceptable.	-	No revision is needed.
	6	The task is acceptable.	-	-
	7	The task is acceptable.	-	-
3 Let's play		1. Warm up: Relevant to the theme.	-	-
		2. Input: The input is clear.	-	-
	1	The task is acceptable.	No suggestion	No revision is needed
	2	The task is acceptable.	-	-

	3	The task is effective.	-	-
	4	The task is acceptable.	-	-
	5	Pictures are needed.	Pictures should be added.	Pictures are added
	6	The task is effective.	No suggestion.	No revision is needed
	7	The task is effective.	No suggestion.	No revision is needed
4 Is it a teacher's room?	1-6	The tasks are useful for the students.	-	-

### 1. Unit 1: Can You Help Me?

The first unit was “Can You Help Me?” There was no revision on the warm up and the input. It was because the sentences in the warm up were already acceptable and the pictures in the input were clear enough. Task 1 was finding the activities in the table. There was an example in the table. It was easier for the students to do the task. The respondents and the students said that no revision was needed for task 1.

Task 2 was arranging words into a good phrase. The example was already inserted. The instruction was also clear. The students and the respondents said that task 2 did not need any revision.

The third task was completing missing expressions. The form of the dialogue that must be completed by the students was already simple. It was easier

for the students to do the task. Therefore, the respondents and the students said that no revision was needed in this task.

Task 4 still needed some improvement. Task 4 was arranging jumble words into a good sentence. The instruction was already clear. However, the respondents said that there must be an example in this task to help the students in doing it. They said that an example was needed to be inserted to encourage the students to be ready to face the up-coming activity. It was easier for the students to know the full expression of asking for help.

The fifth task was making a dialogue in pairs. The students made a short dialogue with the language focus that they had learnt. Here, the students had to choose a theme first before making a dialogue. The students said that this task did not need any revision.

Task 6 was presenting the dialogue that they had made in front of the class. The students may use some improvement to make it more interesting. The respondents said that this task helped the students to practice their speaking skills. Therefore, no revision was needed in this task.

The last task was formed into a snake and ladder's game. The students said that this task was interesting enough. They could practice their speaking while they were playing. The respondents and students said that this task did not need any revision.

## **2. Unit 2: Can I Have A Pen?**

In the second unit, the warm up and the input did not need any revision. The students and respondents said that the warm up and the input were clear enough. Task 1 was listening and choosing the right pictures by putting a tick on the picture. The students said that this task was easy and did not need any improvement.

Task 2 was made in a form of crosswords. The instruction was clear. The crossword itself was already acceptable. However, the respondents said that this task needed a frame. They said that a frame was needed to make the crossword neater and better to look at. Therefore, the researcher added a frame to the crossword to make it neater and better to look at.

The third task was completing missing expressions. The key vocabulary and the instruction were clear enough. The form of the dialogue that must be filled out by the students was already simple. It was easier for the students to do the task. Therefore, the respondents and the students said that no revision was needed in this task.

Task 4 was a writing task. The instruction was clear enough. The difficult words already existed in the key vocabulary. When the students found some difficult words, they could look up for them in the key vocabulary. This task was acceptable because there were pictures to help the students in answering the questions. Therefore, the respondents and the students said that no revision was needed in this task.



Task 5 was in the form of a multiple choice. The instruction was clear enough. This task was intended to make the material more varied and interesting. The respondents and students said that this task did not need any improvement.

Task 6 was completing the dialogue. In doing this task, the students were asked to produce sentences based on the pictures. The task was easy for the students because the example was already inserted. Besides, the respondents said that this task was clear enough because the pictures helped the students enough. Therefore, no revision was needed in this task.

The last task was formed into a snake and ladder's game. In doing this task, the students had to make a sentence when their pointer landed on the items on the board. The students did not find any difficulty. They said that this task was interesting enough. They could practice their speaking while they were playing. The respondents and students said that no revision was needed in this task.

### **3. Unit 3: Let's Play!**

In unit three, 'Let's play!', the warm up and input did not need any change. The respondents said that the warm up and input were clear enough. The questions in the warm up were clear and represented the up-coming activity that would be learnt by the students. The input had clear pictures. Besides, the input was familiar enough for the students in their daily activities because these activities would be used further in the next activity.

Task 1 was listening and choosing the right pictures by putting a tick on the picture. In doing task 1, the students had to listen to the teacher carefully and

put a tick on the right picture based on what they heard. Because the pictures and the instruction were clear enough, the students said that this task was easy and did not need any revision.

Task 2 was matching and filling out blanks based on the pictures they matched. In this task, the students did not find any difficulty. The pictures and instructions were clear enough. Therefore, the respondents said that this task was already good and did not need any revision.

The third task was completing missing expressions. The form of the dialogue that must be completed by the students was already simple. The pictures and the instructions were also clear. It was easier for the students to do this task. Therefore, the respondents and the students said that no revision was needed in this task.

The fourth task was answering the questions based on the dialogue. No change was needed in this task. It was because the instruction was clear, the dialogue was simple, and the questions were not complicated. The students could do this task easily. The respondents and students said that revision was not needed in this task.

The fifth task was arranging words into a good sentence. The instruction was already clear. However, the respondents said that there must be an example in this task to help the students in doing it. They said that an example was needed to be inserted to encourage the students to be ready to face the up-coming activity. It was easier for the students to know the full expressions that they learned. The

respondents said that this task must be added with a picture or an example to help the students to do the task more easily.

The sixth task was an interview. The students had been given an example first before they conducted such interview in the class. Here, the students interviewed four of their classmates to find out about their hobbies. After that, the students made a short dialogue to be presented in front of the class. The respondents said that this task did not need any change.

The last task was reporting the results in front of the class. The results were the dialogues that they made based on the interview. They had to choose a partner to conduct a dialogue in front of the class. The respondents said that this task helped the students to practice their speaking skills. Therefore, no revision was needed in this task.

#### **4. Unit 4: Is It a Teacher's Room?**

The fourth unit was "Is it a teacher's room?" The warm up and input did not need any revision in this task. The respondents said that the warm up was already good. It was because the questions in the warm up were clear and represented the up-coming activity that would be learnt by the students. In the input, the pictures were clear enough. Therefore, no change was needed in this part.

Task 1 was listening and choosing the right pictures. In this task, the students had to listen to the teacher carefully and put a tick on the right picture

based on what they heard. Because the pictures and the instruction were clear enough, the students said that this task was easy and did not need any revision.

Task 2 was completing missing letters. In completing the missing letters, the students did not find any difficulty. The instruction was clear and the example had also been inserted. The respondents said that this task did not need any revision.

The third task was answering questions based on pictures. The form of the dialogue that must be completed by the students was already simple and completed with clear pictures. The students felt it was easier to do the task. Therefore, the respondents and students said that no revision was needed in this task.

Task 4 was completing a dialogue of asking for clarification. They had to answer the questions with the right expressions. The researcher added an example to this task. It was easier for the students to do the task since they had been given an example. Therefore, the respondents and students said that this task did not need any revision.

The next task was making dialogues based on the picture. The students then reported the results to the class. The students were provided with two pictures of school parts. One of the pictures had a cross. The students should make dialogues to describe the picture, for example “It is not a library. It is a laboratory.” The respondents and the students said that these tasks did not need any revision.

## **F. Summary**

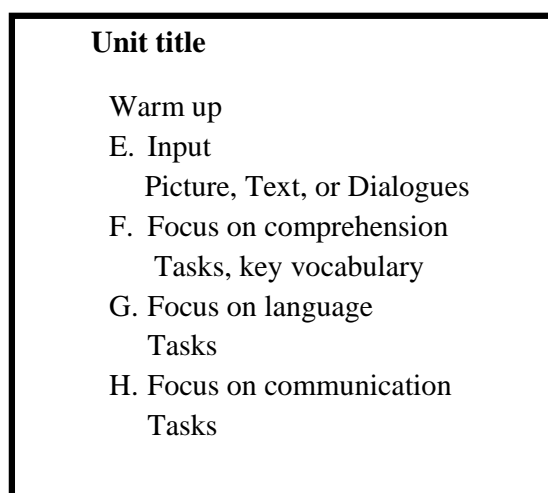
The research findings cover five research questions. They are the needs analysis, the course grid, the materials designed, the try-out, and the evaluation and revision of the materials.

The first finding is related to the needs analysis. There are two topics of discussions. The first topic is related to the students' characteristics and the second is related to the students' needs. There are 38 students of the fourth grade of SDN Babarsari. Students are in the range of nine to ten years of age. Most of the students are from the upper class of society. The results of the first questionnaire in relation to students' interests and needs show that the material to be designed should be highly visual, auditory, and audiovisual. Besides, the materials to be designed should have varied tasks, vocabulary lists, and games. The results of the questionnaires also show that a large number of students prefer to study in pairs or groups to study by her or himself.

The second finding is related to the course grid of the materials. There are five parts in every unit namely warm up, input, focus on comprehension, focus on language, and focus on communication. The warm-up has a function to lead the students' minds toward the lessons. It consists of questions and pictures that are aimed at finding out the students' knowledge about the lesson. The input is expected to provide stimulus material for activities. It contains materials that can encourage the students to be ready to face the up-coming activity. The focus on comprehension has the function as the emphasis for the students to concentrate on the content. It includes activities in the form of completing sentences or dialogues.

The focus on language has the function for the students to have enough knowledge of the language before they do communicative tasks and activities. The focus on communication has the function to provide some opportunities for the students to practice the knowledge of the language use.

The third finding is related to the designed materials. The developed English materials in this study consist of four units. The first unit is “Can you help me”, the second unit is “Can I have a pen?”, the third unit is “Let’s play!”, and the last unit is “Is it a teacher’s room?” The format of the unit can be seen below.



**Figure XXVIII:** The format of materials designed.

Every unit has five main parts: warm up, input, focus on comprehension, focus on language, and focus on communication. In the warm up, the students are provided with a picture and some questions related to the theme. In the input, the students are introduced to some words related to the theme. The focus on comprehension consists of some tasks that are made based on the language items

that students have just learned. In the language focus, students are provided with examples of how to use the expressions in a context. Besides, the students are also given some tasks that are answering questions with the correct expressions. In the focus on communication, students are expected to be able to speak and communicate their idea.

The fourth finding is related to the try-out. The first try-out is the first draft of the materials. The second try-out is done on the revised materials. The students accept the first draft tasks in the first try out quite favorably since their agreements range from 2.9 to 3.2. However, there are some tasks relatively less effective so that they need some improvement. The improvement is done because the materials do not have clear instructions and lack speaking tasks. The data obtained from the tryout of the second draft range from 3.4 to 3.6. From the range of the means, it can be inferred that the designed materials developed by the researcher are suitable for the students. However, some tasks should be made simpler and easier. It is because these tasks are too difficult for the students. The task is also not varied enough. The tasks should be made more varied to make them more interesting for the students.

The last finding is related to the evaluation and revision of the materials. The revision is done for the instruction in the materials. It is because there is no translation in each instruction. Besides, most of the students fail in understanding the intention of the instruction of the tasks. Therefore, translation of the instruction of the tasks is inserted. The respondents also suggest that the speaking

tasks should be improved. There is a lack of speaking in the tasks. Therefore, the speaking task is improved in the revision on every unit.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

The study begins with the problem of lack of English materials in SDN Babarsari. The aim of this study is to design materials for students that are suitable for the curriculum. By following the chosen research methodology, the study is conducted to obtain the results.

#### **A. Conclusion**

Based on the data analysis, the findings, and the research questions in this study, it is found that the developed English materials are appropriate for the students of SDN Babarsari. This is summarized in five statements below.

The first finding is related to the needs analysis. The results of the first questionnaire in relation to students' interests and needs show that the material to be designed should be highly visual, auditory, and audiovisual. Besides, the materials to be designed should have varied tasks, vocabulary lists, and games.

The second finding is related to the course grid of the materials. The grid covers four units. They are "Can you help me?", "Can I have a pen?", "Let's play!", and "Is it a teacher's room?" Each unit consists of warm-up, input, focus on comprehension, focus on language, and focus on communication. The warm-up has a function as a part to lead the students' minds toward the lessons. It consists of questions and a picture that are aimed at finding out the students' knowledge about the lesson. The input provides stimulus materials for activities, new language items, and correct model of language use. It gives opportunities for learners to use their information processing skills and opportunities for learners to

use their existing knowledge both of the language and the subject matter. Focus on comprehension has the function as an emphasis for the students to concentrate on the content. It includes activities in the form of completing sentences or dialogues. Focus on language has the function for the students to have enough knowledge of the language before they do communicative tasks and activities. Focus on communication has the function to provide the opportunities for the students to practice the knowledge of the language use.

The next finding is related to the try-out. The first try-out is related to the first draft of the materials. The second try-out is related to the revised materials. The respondents show high agreement to the designed materials shown by a mean range from 3.4 to 3.6.

The last finding is related to the evaluation and revision of the materials. The revision is done for the instruction in the materials. Most of the students fail in understanding the intention of the instruction of the tasks. It is because there is no translation in each instruction. Therefore, the translation of the instruction of the tasks is inserted. The respondents also suggest that the speaking tasks should be improved. There is a lack of speaking in the tasks. Therefore, the speaking task is improved in the revision on every unit.

## **B. Suggestions**

In this section, the researcher gives suggestions to the following parties.

### **1. The English Teachers of the Elementary School**

The results of the study show that the designed worksheets are useful for the students. Therefore, the designed worksheets in this study can be used

as supporting materials by the teacher. The teachers can also design their own worksheets similar to the ones designed in this study.

## **2. The Other Researchers**

There are only four units designed in this study. In accordance with that, other interested researchers can design identical worksheets with different themes. Possible themes that can be developed are games, my classroom, my school, kinds of colors, part of the house, etc.

## **3. Material Developers**

The designed worksheets in this study are appropriate for the students' needs and characteristics. Material developers may use the results of this study as one of the references in developing instructional material.

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Kepada adik-adik sekalian,

Kuesioner ini diberikan untuk mengetahui seberapa besar minat dan kebutuhan adik-adik pada bahasa Inggris untuk program penegembangan materi pengajaran bahasa Inggris kelas IV SDN Babarsari.

Kakak sangat mengharapakan sekali bantuan adik-adik untuk mengisi kuesioner ini sejujur-jujurnya. Sebelum dan sesudahnya kakak ucapkan terima kasih.

😊 Selamat Mengerjakan 😊

Berilah tanda centang (√) pada pernyataan yang adik-adik pilih pada kolom **“Ya”** atau **“Tidak”**.

No	Pertanyaan	Ya	Tidak
1	Saya sering mempraktekkan kata-kata Inggris yang baru		
2	Saya lebih mudah mengingat kata dengan mendengarkan		
3	Saya lebih mudah mengingat kata dengan melihatnya		
4	Saya senang mendengarkan lagu berbahasa Inggris		
5	Saya senang menulis buku harian dalam bahasa Inggris		
6	Saya suka membaca buku cerita berbahasa Inggris		
7	Saya mengulang-ulang kata agar bisa ingat		
8	Saya senang belajar bahasa Inggris dengan menggunakan permainan		
9	Saya suka melihat film-film kartun di televisi		
10	Saya suka menggambar dan mewarnai		
11	Saya senang belajar secara berkelompok		
12	Saya suka bertanya jika ada kesulitan dalam belajar		

13	Saya sering ikut kegiatan berkaitan dengan bahasa Inggris		
14	Saya selalu berani tampil di depan kelas		
15	Saya lebih sering belajar sendiri daripada belajar dengan teman		
16	Saya sering menggunakan bahasa Inggris di luar kelas		
17	Saya senang berdiskusi dengan teman-teman		
18	Saya dapat dengan mudah melakukan perintah guru		
19	Saya senang dengan pelajaran bahasa Inggris		
20	Saya suka membaca daftar kata-kata sukar di buku pelajaran bahasa Inggris		
21	Saya senang belajar dan mengerjakan tugas bahasa Inggris		
22	Saya senang jika disuruh membaca kalimat bahasa Inggris		
23	Saya tidak senang mengerjakan soal-soal dengan teman		
24	Saya bersemangat belajar bahasa Inggris jika buku pelajarannya menarik		
25	Saya cepat bosan belajar bahasa Inggris		
26	Saya suka membaca rangkuman materi		
27	Saya suka mengerjakan tugas dengan teman sebangku di kelas		
28	Saya suka bercerita tentang apa saja		
29	Saya senang dengan buku bahasa Inggris yang berwarna-warni		
30	Saya senang dengan tugas kelompok		
31	Saya suka berlatih mengucapkan kata-kata bahasa Inggris		
32	Saya ingin belajar berbicara dalam bahasa Inggris		
33	Saya suka mengerjakan soal-soal bahasa Inggris		
34	Saya tidak bosan dengan latihan soal		
35	Saya tidak bosan dengan latihan soal jika ada lagunya		

## **Lembar Evaluasi Untuk Siswa**

Adik-adik, setelah kalian mengerjakan materi, kakak ingin mengetahui pendapat kalian tentang isi materi tersebut. Sekali lagi kakak minta bantuan adik-adik untuk mengisi angket ini. Atas bantuan adik-adik, kakak ucapkan terima kasih.

### **A. Data responden**

Nama :

Umur :

Jenis Kelamin :

### **B. Tabel Pertanyaan**

Berilah tanda centang (✓) pada kolom yang tersedia

**SS** : jika adik-adik Sangat Setuju dengan pernyataan yang ada.

**S** : jika adik-adik Setuju dengan pernyataan yang ada.

**R** : jika adik-adik Ragu-ragu dengan pernyataan yang ada.

**TS** : jika adik-adik Tidak Setuju dengan pernyataan yang ada.

**STS** : jika adik-adik Sangat Tidak Setuju dengan pernyataan yang ada.



Contoh Pengisian:

Pernyataan	SS	S	R	TS	STS
Latihan soal dalam materi ini tidak terlalu sulit	√				

No	Pernyataan	SS	S	R	TS	STS
1	Latihan soal dalam materi ini tidak terlalu sulit					
2	Latihan soalnya bermacam-macam					
3	Perintah dalam materi ini jelas					
4	Materi bahasa Inggris ini menarik					
5	Aku senang dengan gambar-gambar dalam materi ini					
6	Latihan soalnya mulai dari soal yang mudah sampai ke soal yang agak sulit					
7	Aku senang dengan tampilan materi ini					
8	Aku mengerti isi percakapan dalam materi ini					
9	Gambar-gambar dalam materi ini jelas					
10	Tugas-tugas dalam materi ini membuatku ingin belajar bahasa Inggris lebih banyak					
11	Tugas dalam materi ini membuatku bias berlatih berbicara bahasa Inggris dengan teman					
12	Materi ini membuatku berbicara bahasa Inggris dengan teman					
13	Aku suka kegiatan dalam materi ini					
14	Materi ini membantuku berlatih mengucapkan kalimat berbahasa Inggris					
15	Dialog, bacaan, dan gambar-gambarnya membantuku dalam mengerjakan materi ini					

## Lembar Evaluasi Materi Pengajaran

Lembar evaluasi ini bertujuan untuk mengetahui kesesuaian materi Bahasa Inggris yang disusun untuk siswa kelas 4 SDN Babarsari Yogyakarta pada tahun ajaran 2009/2010.

### A. Data responden

Nama :

Umur :

Jenis Kelamin :

Pekerjaan :

Pendidikan : a. D3      b. S1      c. S2      d. S3

Pengalaman mengajar : a. 0-2 thn      b. 2-4 thn      c. > 4 thn

### B. Tabel Pertanyaan

Berilah tanda centang (√) pada kolom yang tersedia

**SS** : jika Bapak/Ibu Sangat Setuju.

**S** : jika Bapak/Ibu Setuju.

**R** : jika Bapak/Ibu Ragu-ragu..

**TS** : jika Bapak/Ibu Tidak Setuju.

**STS** : jika Bapak/Ibu Sangat Tidak Setuju.

Contoh Pengisian:

Pernyataan	SS	S	R	TS	STS
Materi yang dikembangkan sesuai untuk siswa SD kelas 4		√			

1	Materi yang dikembangkan sesuai untuk siswa SD kelas 4.					
2	Materi yang dikembangkan sesuai dengan course grid atau silabus yang ada.					
3	Materi yang dikembangkan sesuai dengan kebutuhan siswa.					
4	Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa siswa.					
5	Kegiatan belajar yang ada melibatkan siswa secara aktif.					
6	Kegiatan belajar yang dikembangkan mencakup empat keterampilan berbahasa (Listening, Speaking, Reading, dan Writing).					
7	Kegiatan dalam pembelajaran (task) dalam setiap unit dikembangkan dari kegiatan yang terkontrol (guided) ke kegiatan yang lebih bebas.					
8	Kegiatan pembelajaran dalam setiap unit dikembangkan dari task yang mudah ke task yang lebih sulit.					
9	Task dalam materi mencakup beberapa setting siswa di dalam kelas (kegiatan individu, berpasangan, berkelompok, dan seluruh kelas) dan di luar kelas.					
10	Instruksi yang digunakan dalam setiap task dalam materi ini cukup jelas sehingga siswa mengerti apa yang harus dilakukan.					
11	Input dalam materi memberika tambahan penguasaan kosakata bahasa Inggris bagi siswa.					
12	Materi yang disusun dikembangkan dengan kegiatan-kegiatan yang membuat siswa aktif dan terlibat dalam proses pembelajaran.					
13	Tampilan (lay out) materi menarik bagi siswa.					
14	Gambar (ilustrasi) membantu pemahaman siswa.					
15	Gambar yang digunakan dalam materi jelas, menarik, dan mewakili pokok/ isi materi yang diajarkan.					

### **C. Pertanyaan Terbuka**

1. Secara umum, bagaimana pendapat Bapak/Ibu teradap materi yang telah saya susun?

.....

.....

2. Menurut Bapak/Ibu, apa kekurangan dan kelebihan dari materi yang telah saya susun?

.....

.....

3. Apa saran Bapak/Ibu terhadap materi yang telah saya susun?

.....

.....

## **Lembar Observasi Kelas**

### **Untuk Guru Bahasa Inggris atau Guru Kelas**

**Nama Observer** :

**Tanggal** :

**Topik** :

Berikanlah komentar Ibu mengenai kondisi di kelas selama penerapan materi bahasa Inggris dengan menjawab pertanyaan berikut ini! Terima kasih!

1. Bagaimana partisipasi anak-anak selama mengikuti pelajaran?

a. Apakah mereka aktif dalam mengerjakan materi? Berikanlah komentar anda?

.....  
.....

b. Apakah mereka bersemangat mengerjakan materi? Berikanlah komentar anda?

.....  
.....

c. Menurut anda, apakah mereka terlihat percaya diri mengerjakan materi?

.....  
.....

d. Apakah mereka tertarik untuk mengerjakan materi? Berikanlah komentar anda?

.....  
.....

2. Bagaimana kemampuan anak-anak dalam mengerjakan materi?

a. Apakah mereka dapat mengerti perintah yang ada? Berikanlah komentar anda?

.....  
.....

b. Apakah mereka merespon dengan benar perintah tersebut?

.....  
.....

c. Apakah mereka dapat menjawab pertanyaan dengan benar?

.....  
.....

d. Berdasarkan pengamatan anda, berapa persenkah anak yang menjawab dengan benar semua latihan?

.....  
.....

e. Apakah mereka dapat mengerjakan materi sesuai dengan waktu yang telah ditentukan?

3. Bagaimana sikap anak-anak selama mengerjakan materi?

a. Apakah mereka terlihat berkonsentrasi mengerjakan materi?

.....  
.....

b. Apakah mereka mengerjakan tugas individu sendiri-sendiri?

.....  
.....

c. Apakah mereka berdiskusi dengan teman ketika mengerjakan tugas kelompok?

.....  
.....

4. Bagaimana penggunaan teks bacaan dan dialog sangat sederhana dalam materi?

a. Apakah mereka memahami dialog dalam materi?

.....  
.....

b. Apakah dialog tersebut sesuai dengan kemampuan mereka?

.....  
.....

c. Apakah dialog tersebut memberikan tambahan kosakata baru untuk mereka?

.....  
.....

5. Bagaimana penggunaan gambar, lagu, dan permainan?

a. Apakah mereka suka?

.....  
.....

b. Apakah mereka bersemangat mengerjakan permainannya?

.....  
.....

c. Apakah gambar, lagu, dan permainan yang ada sesuai dengan topik pembelajaran?

.....  
.....

6. Apakah daftar kata-kata sulit di akhir topik membantu siswa untuk lebih memahami isi materi?



7. Menurut anda bagaimana evaluasi seluruh proses penerapan materi ini?

Apakah berlangsung baik?

.....  
.....

8. Apakah latihan soal dalam materi ini sudah cukup melatih kemampuan anak dalam kegiatan menulis, membaca, mendengarkan, dan berbicara?

.....  
.....

9. Apakah kekurangan yang terdapat dalam penerapan materi ini?

.....  
.....

10. Apa saran Bapak/Ibu terhadap:

a. Bentuk latihan :

.....  
.....

b. Daftar kata-kata sukar :

.....  
.....

c. Materi keseluruhan (tampilan dan isi) :

.....  
.....

**COURSE GRID SYLLABUS**  
**“DESIGNING TEACHING AND LEARNING MATERIAL FOR GRADE IV STUDENTS OF SDN BABARSARI”**

UNIT	TOPIC	STANDARD OF COMPETENCE	BASIC COMPETENCE	INDICATORS	EXAMPLE OF EXPRESSIONS	ACTIVITIES	MEDIA
1.	Can You Help Me?	<p><b>Listening</b></p> <p>1. Understand very simple instructions accompanying actions in the school contexts</p> <p><b>Speaking</b></p> <p>2. Give very simple instructions and information in the school contexts</p> <p><b>Reading</b></p> <p>3. Understand very simple English written forms and texts with pictures in the school contexts</p> <p><b>Writing</b></p> <p>4. Spell and copy very simple sentences in the school contexts</p>	<p>1.2 The students respond very simple instructions verbally</p> <p>2.1 The students can use expression to give information accompanying actions of asking for a help.</p> <p>3.2 The students understand very simple English written forms correctly.</p> <p>4.1 The students spell very simple sentences correctly</p>	<p>- The students are able to comprehend the concept of asking for a help correctly.</p> <p>- The students use the expression of asking for a help in the class: <i>Can you lift a book?</i></p> <p>- The students respond to expression of asking for a help: <i>OK, Allright, or Of Course.</i></p> <p>- The students write the direction based on its pictures in the book.</p>	<p><i>Teacher: Can you clean the board?</i></p> <p><i>Students: OK</i></p>	<p>Warm-up</p> <p>1. The students answer some questions to direct them in the topic will be discussed.</p> <p>Input</p> <p>2. The students learn nine phrases.</p> <p>3. The students listen to and repeat the sentences the teacher said.</p> <p>Focus on Comprehension</p> <p>4. The students find some phrases in the table.</p> <p>5. The students arrange the jumbled letters into good phrases.</p> <p>6. The students listen to the teacher and complete the dialogues based on what the teacher said.</p> <p>Focus on Language</p> <p>7. The students study the expression of asking for help then practice the dialogue in pairs.</p> <p>8. The students arrange the jumbled words into correct expressions.</p> <p>Focus on Communication</p> <p>9. In pairs, the students make a short dialogue.</p> <p>10. In pairs, the students present the dialogue in front of the class.</p> <p>11. In group, the students play a snake and ladder's game.</p>	<ul style="list-style-type: none"> <li>• a book</li> <li>• pictures</li> </ul>

UNIT	TOPIC	STANDARD OF COMPETENCE	BASIC COMPETENCE	INDICATORS	EXAMPLE OF EXPRESSIONS	ACTIVITIES	MEDIA
2.	Can I Have a Pen?	<b>1.Listening</b> Understand very simple instructions accompanying actions in the school contexts	1.1 The students give and respond very simple instructions related to the class and school contexts.	- The students are able to mention the stationeries.	- A: <i>Can I have a pen?</i> - B: <i>Yes, sure. Here's the pen / Sorry, I'm using it.</i>	Warm-up  The students answer some questions to direct them in the topic will be discussed	<ul style="list-style-type: none"> <li>• a book</li> <li>• cards game</li> <li>• pictures</li> <li>• real things</li> </ul>
		<b>Speaking</b> 1. Give very simple instructions and information in the school contexts  <b>Reading</b> 2. Understand very simple English written forms and texts with picture in the school contexts  <b>Writing</b> 4. Spell and copy very simple sentences in the school contexts	2.3 The students use expression to give information accompanying actions: ask for and give thing.  3.2 The students understand very simple English written forms correctly.  4.2 The students copy and write very simple sentences correctly.	- The students are able to use the expression of ask for: <i>Can I have a pencil?</i> - The students respond to the expression of giving something: <i>Yes, sure. Here's the pencil.</i>  - The students are able to understand the pictures to find some information.  - The students are able to write a sentence of asking for and giving thing.		Input 1 The students study some pictures of stationeries and repeat the pronunciation after the teacher. Focus on Comprehension 2 The students listen and choose the correct pictures of stationery that the teacher said. 3 The students do the crossword puzzle. 4 The students listen and complete the dialogue based on they heard from the teacher. Focus on Language 5 The students are drilled with the expression of asking for permission to borrow something. 6 The students respond and write their actions based on some situations. 7 The students choose the correct in multiple choice exercises. Focus on Communication 8 The students complete the expression based on the picture. 9 The students play snake and ladder's game in group.	

UNIT	TOPIC	STANDARD OF COMPETENCE	BASIC COMPETENCE	INDICATORS	EXAMPLE OF EXPRESSIONS	ACTIVITIES	MEDIA
3.	Let's Play!	<p><b>Listening</b></p> <p>1. Understand very simple instructions accompanying actions in the school contexts</p> <p><b>Speaking</b></p> <p>2. Give very simple instructions and information in the school contexts</p> <p><b>Reading</b></p> <p>3. Understand very simple English written forms and texts with picture in the school contexts</p> <p><b>Writing</b></p> <p>4. Spell and copy very simple sentences in the school contexts</p>	<p>1.2 The students respond very simple instructions verbally.</p> <p>2.2 The students use expression to give information accompanying actions: ask someone to do something together.</p> <p>3.2 The students understand very simple English written forms correctly.</p> <p>4.1 The students spell very simple sentences correctly.</p> <p>4.2. The students copy and write very simple sentences correctly.</p>	<p>- The students are able to mention some activities in their daily life.</p> <p>- The students are able to use the expression of asking someone to do something together. <i>E.g. Let's go to Joni's house!</i></p> <p>- The students answer the question of the expression: <i>OK, Allright, or Sorry, I can't.</i></p> <p>- The students are able to understand the pictures to find some activities mention in the dialogue.</p> <p>- The students are able to write a sentence of asking someone to do something together.</p>	<p>- <i>A: Let's play football!</i></p> <p>- <i>B: OK</i></p>	<p>Warm-up</p> <p>1. The students answer some questions from the teacher to direct them in the topic will be discussed.</p> <p>Input</p> <p>2. The students read some phrases of activities and then study it.</p> <p>3. The students listen to and repeat the teacher's pronunciation.</p> <p>Focus on Comprehension</p> <p>4. The students listen to the teacher and number the pictures based on what the teacher said.</p> <p>5. The students match pictures in left column with the name in the right column.</p> <p>6. The students study the words in the key vocabulary then memorize them.</p> <p>7. The students listen to the teacher and then complete the dialogue.</p> <p>8. The students read the dialogue and answer some questions related to the dialogue.</p> <p>9. The students arrange the jumble words into a good expression.</p> <p>Focus on Language</p> <p>10. In pairs, the students study the expression and then practice the dialogue.</p> <p>Focus on Communication</p> <p>11. The students should interview four of their friends to find out their hobbies then make dialogues from the results of the interview.</p> <p>12. The students present the dialogue in pairs.</p>	<p>• pictures</p>

UNIT	TOPIC	STANDARD OF COMPETENCE	BASIC COMPETENCE	INDICATORS	EXAMPLE OF EXPRESSIONS	ACTIVITIES	MEDIA
4.	Is It a teachers' room ?	<p><b>Listening</b></p> <p>5. Understand very simple instructions accompanying actions in the school contexts</p> <p><b>Speaking</b></p> <p>6. Give very simple instructions and information in the school contexts</p> <p><b>Reading</b></p> <p>7. Understand very simple English written forms and texts with pictures in the school contexts</p> <p><b>Writing</b></p> <p>8. Spell and copy very simple sentences in the school contexts</p>	<p>1.2 The students respond very simple instructions verbally.</p> <p>2.1 The students use expression to give information accompanying actions, disproving and asking for clarity.</p> <p>3.2 The students understand very simple English written forms correctly.</p> <p>4.1 The students spell very simple sentences correctly.</p>	<p>- The students are able to mention some school parts based on the pictures.</p> <p>- The students use the expression of asking for clarity: <i>Is it a teachers' room?</i></p> <p>- The students are able to respond to the expression: <i>No, it is not. It's a classroom.</i></p> <p>- The students are able to name the rooms in the school based on the pictures.</p> <p>- The students write the sentence of asking for clarity based on its pictures.</p>	<p><i>A: What room is that?</i></p> <p><i>B: That is a store room.</i></p> <p><i>A: Is it a library?</i></p> <p><i>B: No, it is not. It's a laboratory.</i></p>	<p>Warm-up</p> <p>1. The students ask some questions to direct them in the topic will be discussed.</p> <p>Input</p> <p>2. The students learn names of the school parts.</p> <p>3. The students listen to and repeat the words/phrase the teacher said.</p> <p>Focus on Comprehension</p> <p>4. The students study the key vocabulary and memorize them.</p> <p>5. The students listen to the teacher and choose the correct pictures.</p> <p>6. The students complete the words of the school parts' name.</p> <p>Focus on Language</p> <p>7. The students study the dialogue and its expressions and practice the dialogue in pairs.</p> <p>8. The students listen to the teacher and complete the dialogue.</p> <p>9. The students arrange the words into a good sentence.</p> <p>Focus on Communication</p> <p>10. The students complete the dialogue.</p> <p>11. In pairs, the students make some dialogues based on the pictures and report it in front of the class.</p>	<ul style="list-style-type: none"> <li>• a book</li> <li>• pictures</li> </ul>

# LET'S FUN WITH ENGLISH

Bahasa Inggris untuk Sekolah  
Dasar kelas IV Semester 2



Grade 4

# CAN YOU HELP ME, PLEASE?

## 1 Warm - Up



### *Listen. Answer.*

1. Who are in the picture?
2. What are the mother and her daughter doing?
3. Does the daughter want to help her mother?
4. Does she accept her mother request?
5. Have you ever helped someone? What do you help?

Can you help me, please?

## 2 INPUT



*Read and Say)*



*answer the phone?*



*sweep the yard*



*clean the board*



*wash the clothes.*



*lift the book.*

---

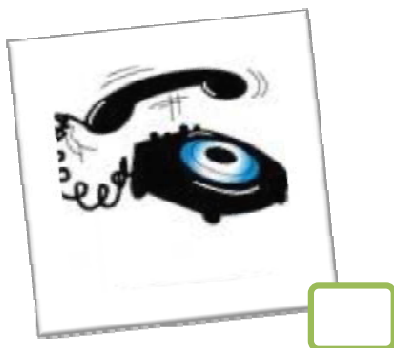
*Can you help me, please?*



### 3 Focus on Comprehension

#### Task1

*Listen and number.*



Can you help me, please?

## 4 Focus on Language

*Read and practice.*



---

Can you help me, please?

## Task 2

Listen and complete the dialogue!

1

Can you....., please?

Yes, sure

4

Can you.....,.....?

Sorry, I can't

2

Can you.....,.....?

OK

5

Can you .....?

..., I can't

3

.... ..clean the  
board, please?

.....

6

... .., lift the book, please?

.....

Can you help me, please?

### Task 3

Choose the right answer by crossing the letter a, b, c, or d.

1. Gina : Gina, can you help me, please?

Tika : Yes, sure

What is the meaning of the underlined word?

- |             |            |
|-------------|------------|
| a. menolong | c. meminta |
| b. mencuci  | d. menyapu |

2. Rida : Can you (mengangkat) the book, please?

Heni : OK

The word “mengangkat” in English is ...

- |          |         |
|----------|---------|
| a. sweep | c. help |
| b. lift  | d. wash |

3. Fira : Can you answer the phone, please?

Rudy : .....

If Rudy does not want to answer the phone, what should he says?

- |              |                   |
|--------------|-------------------|
| a. OK        | c. Sorry, I can't |
| b. Yes, sure | d. Allright       |

4. You see the board is dirty. What should you do?

- |                     |                    |
|---------------------|--------------------|
| a. wash the clothes | c. lift the book   |
| b. answer the phone | d. clean the board |

5. Your mother asks you to wash the clothes. What should you say?

- |              |                   |
|--------------|-------------------|
| a. OK        | c. Sorry, I can't |
| b. Yes, sure | d. Allright       |

### Task 4

Arrange these jumble words into a good sentence.

1. wash – Can – the – you – clothes – please- ?  
.....
2. Can – please – you – the – phone – answer - ?  
.....
3. please – Can - ? – sweep – the – you - floor  
.....
4. clean – you – Can – board – please –the - ?  
.....
5. ? – Can – lift – you – book – the - please  
.....

## Key Vocabulary

### Vocabulary

Answer the phone	= mengangkat telephone
Wash the clothes	= mencuci pakaian
Lift the book	= mengangkat buku
Clean the board	= membersihkan papan tulis
Sweep the yard	= menyapu halaman
Can you help me?	= maukah kamu membantuku
Yes, sure	= ya, tentu
Sorry, I can't	= maaf saya tidak bisa

### Task 5

Play this game in pairs.

#### Snake and Ladder's Game

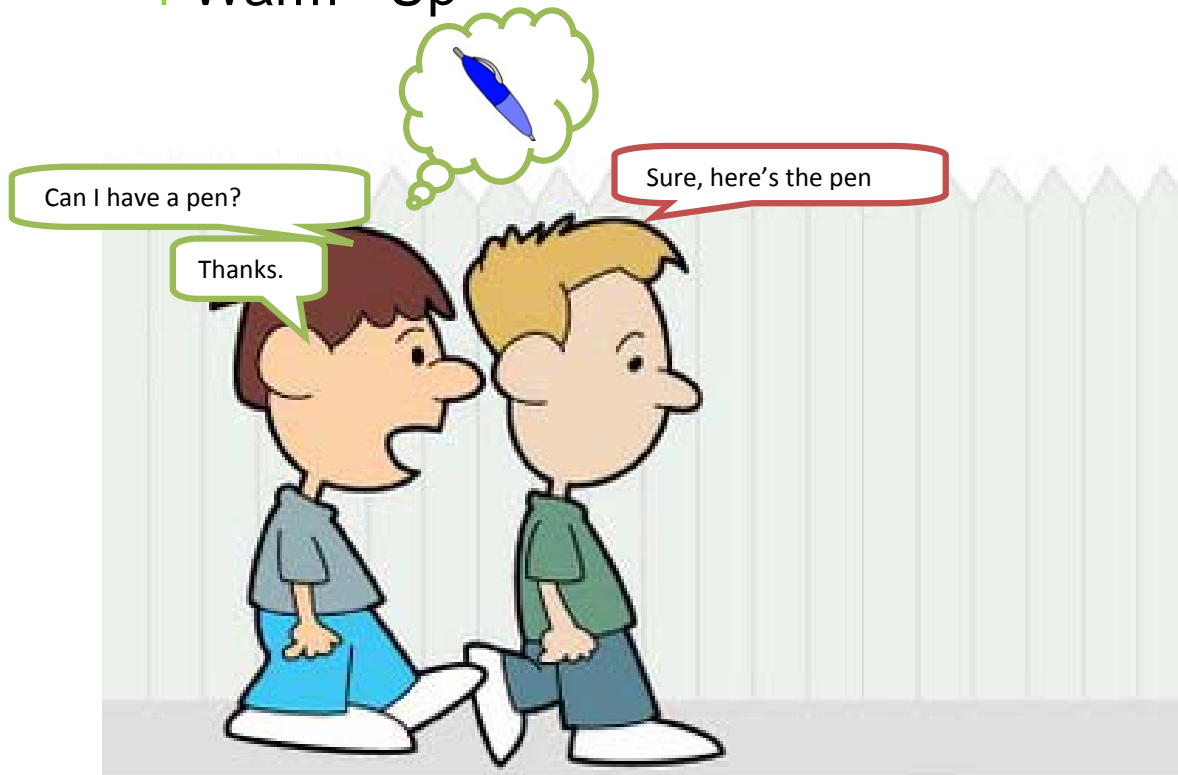
You will play a game in a group of three. Take turns flipping a coin. If you get heads, take one step forward; if you get tails, take two steps forward. Do the instruction in the boxes correctly and you can take a step forward. The player who first arrives at the finish box wins the game!

	Take two steps backward.			Ask for help to lift the book.
				
Ask for help to clean the board.			Take two steps forward.	
Take 3 steps backward.				
	Ask for help to wash the clothes.		Ask for help to answer the phone	

Can you help me, please?

# Can I have a pen?

## 1 Warm - Up



### *Listen. Answer.*

1. Who are in the picture?
2. What does the boy who is wearing blue jeans want?
3. What does his friend's answer?
4. How do you say when you ask something to your friend?

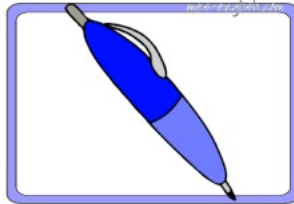


## 2 Input

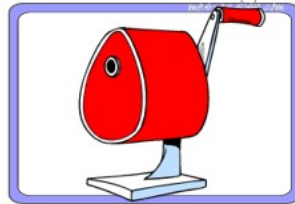
*Read and Say*



a book



a pen



a sharpener



glue



scissors



a paper



an eraser



a ruler



a pencil case












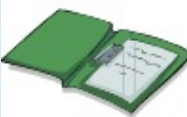


Can you help me, please?



### 3 Focus on Comprehension

#### Task 1

Listen and Tick the correct picture.

1		<input type="checkbox"/>		<input type="checkbox"/>	2		<input type="checkbox"/>		<input type="checkbox"/>
3		<input type="checkbox"/>		<input type="checkbox"/>	4		<input type="checkbox"/>		<input type="checkbox"/>
5		<input type="checkbox"/>		<input type="checkbox"/>	6		<input type="checkbox"/>		<input type="checkbox"/>



Can you help me, please?

## 4 Focus on Language



*Practice with your partner.*

1



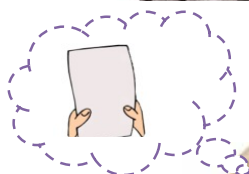
Can I have a sharpener?

Sorry, I'm using it.

That's OK.



2



Can I have a paper, please?

Sure, here's the paper.

Thanks.



3



May I have a pen, please?

Here's the pen.

Thanks.



Can you help me, please?

## Task 2

Listen to your teacher and complete the expression.

1



Can I have ..... ?

....., here's the glue

Thanks.



2



Can I ..... a pen?

Sure, here's the pen

.....



3



..... I have an eraser?

....., I'm using it.

That's OK.



4



Can I have a pen?

Sorry,.....

That's .....



Can you help me, please?

### Task 3

Choose the right answer by crossing the letter a, b, c, or d.

1. What is it?

- |             |                |
|-------------|----------------|
| a. scissors | c. an eraser   |
| b. a ruler  | d. a sharpener |



2. You put the pen, pencil, and eraser in the .....

- |                  |            |
|------------------|------------|
| a. a book        | c. a paper |
| b. a pencil case | d. a table |

3. R – E – A – S – E – R It should be .....

- |                |              |
|----------------|--------------|
| a. A sharpener | c. scissors  |
| b. A ruler     | d. an eraser |

4. A thing to stick something is a ...

- |              |             |
|--------------|-------------|
| a. sharpener | c. scissors |
| b. ruler     | d. glue     |

5. What is the thing to sharpen the pencil?

a.



c.



b.



d.





### Task 4

Complete the expression based on the picture.



Adi : Can I have an eraser?

Caca : Sure, here's the eraser



Patric : May I have a scissor?

Gary : Sorry, I'm using it

1



Deni : Can I have \_\_\_\_\_ ?

Yogi : \_\_\_\_\_

2



Sinta : May I \_\_\_\_\_ ?

Linda : \_\_\_\_\_

3



Dea : Can I have \_\_\_\_\_ ?

Susi : \_\_\_\_\_

4



Nanda: May I \_\_\_\_\_ ?

Cika : \_\_\_\_\_

Can you help me, please?

# Key Vocabulary

Can I have glue?	= bolehkah saya pinjam lem?
Sure, here's the pen	= tentu, ini lemnya
Sorry, I'm using it	= maaf, saya sedang memakainya
That's OK	= tidak apa-apa
Put	= meletakkan
Stick	= menempel
Sharpen	= meruncingkan

## Remember

### May and Can

Example:

- May I have a pen?
- May I borrow your book?

*May and Can* are modal that can be used to ask something in interrogative sentence



Can you help me, please?



# Let's play

## 1 Warm - Up



### *Listen. Answer.*

1. How many children are there in the picture?
2. Where are they
3. What are they doing?
4. Do you like to play with your friends?

Can you help me, please?

## 2 Input

*Listen and Repeat.*



play with friends



play basketball



listen to the music



draw a scenery



read a magazine



eat ice cream



watch the television



ride a bicycle

## 3 Focus on Comprehension

*Task 1*

*Listen and Number the picture.*

1



2



3



4



Can you help me, please?





### Task 2

Match and fill the table based on the picture.



● 1. Draw the scenery

● 2. Read a magazine

● 3. Ride a bicycle

● 4. Watch the television

● 5. Play basketball

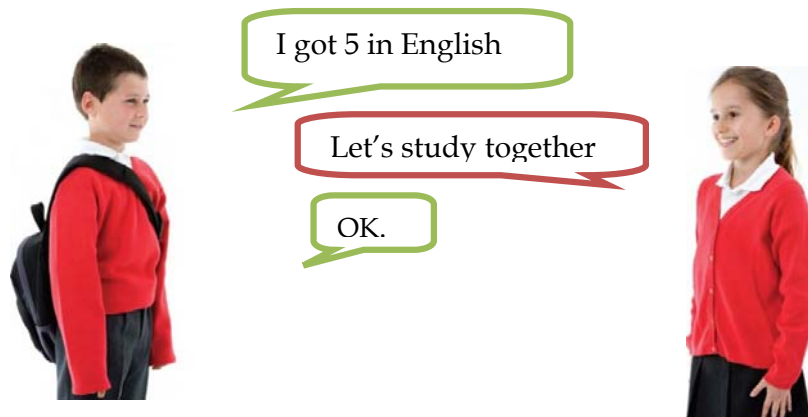
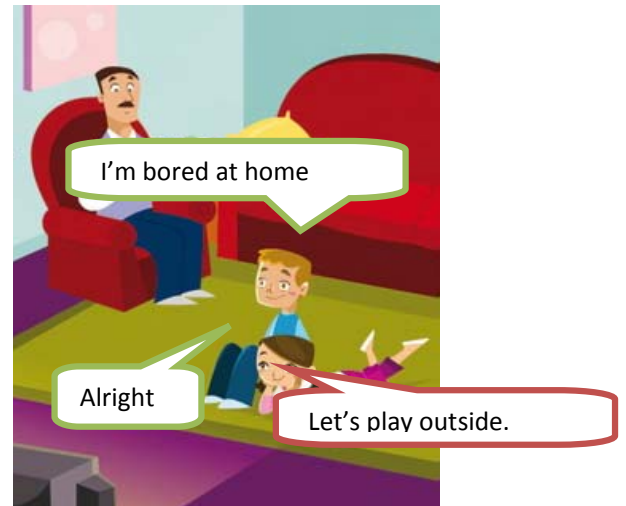
Can you help me, please?



## 4 Focus on Language

### *Read and Practice.*

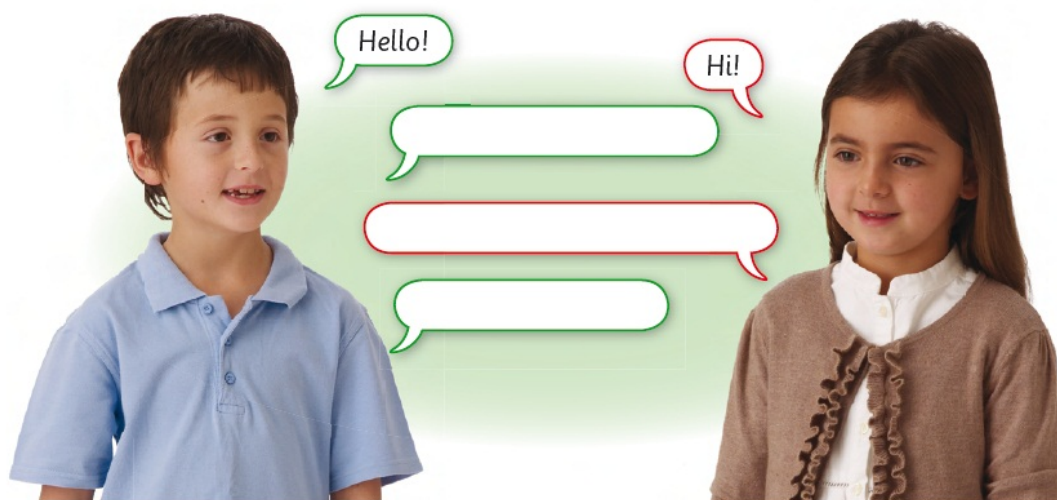
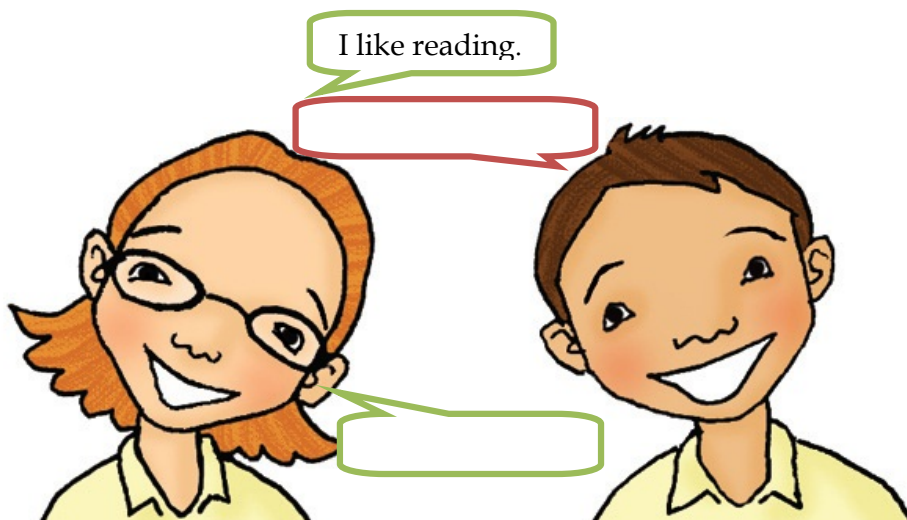
Read the dialogue below and practice it with your friend



Can you help me, please?

**Task 3**

*Listen and complete the expression.*

**2**

Can you help me, please?

### Task 4

Arrange these jumble words into good sentence (urutkan kata-kata di bawah sehingga menjadi kalimat yang benar).

1. play – Let's – basketball
2. television – Let's – the - watch
3. study– together– Math– Let's
4. to music– the– listen– Let's
5. read– the– Let's magazine

## 6 Key Vocabulary

### A. Vocabulary

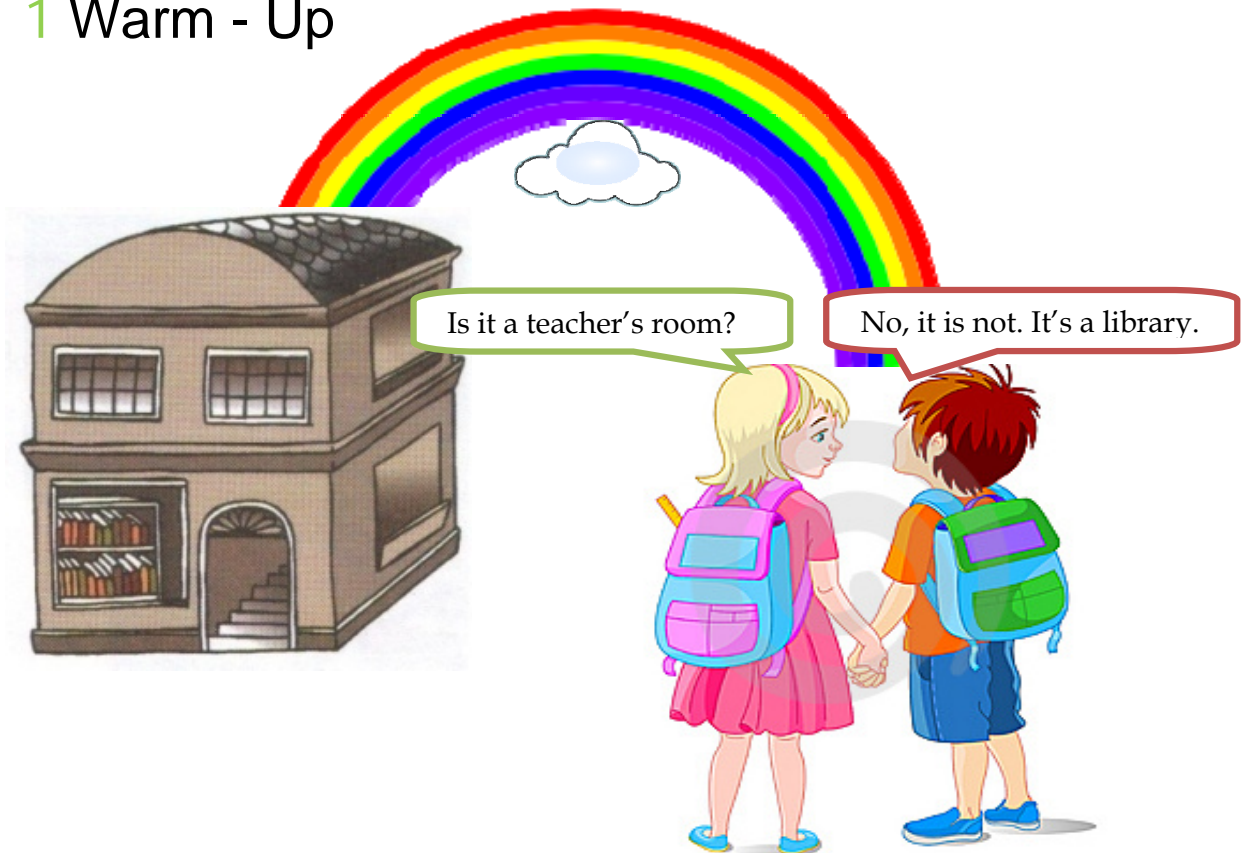
Play with friends	: bermain bersama teman-teman
Play basketball	: bermain basket
Draw scenery	: menggambar pemandangan
Ride a bike	: bersepeda
Listen to the music	: mendengarkan musik
Read a magazine	: membaca majalah
Watch the television	: menonton televisi

### B. Remember

"Let's" is abbreviation from "Let us". "Let's" is used to invite or ask someone to do something together.

## Is it a teacher's room?

### 1 Warm - Up



#### *Questions.*

1. What building is in the picture?
2. What does the girl think about the building?
3. Is the building a teachers' room?
4. Have you ever been to the library?

Can you help me, please?





## 2 Input

*Read and Study.*



Classroom



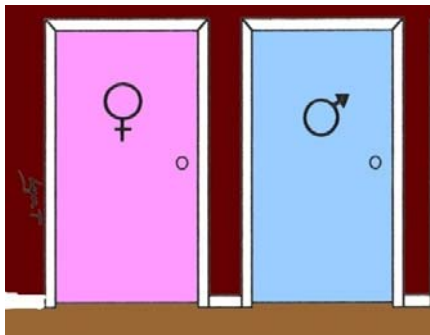
Library



Teacher's room



Computer Lab



Rest room



Parking area



Canteen



Store room

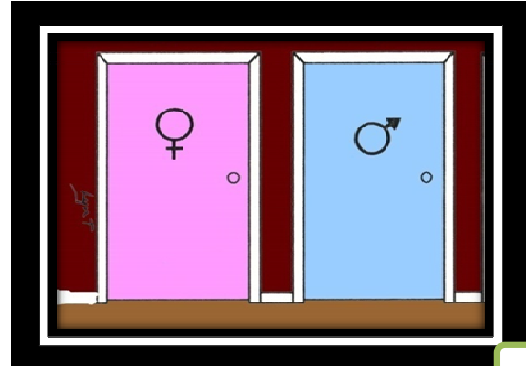
Can you help me, please?

### 3 Focus on Comprehension

#### Task 1

Listen and tick.

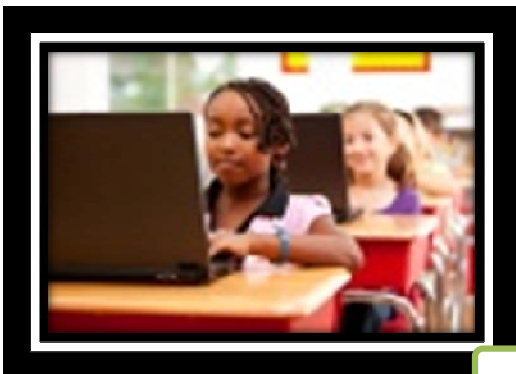
1.

☐☐

2.

☐☐

3.

☐☐

Can you help me, please?

## Task 2

### Complete the Words.

1. CAN \_ \_ \_ \_ N
2. ST \_ \_ \_ \_ R \_ \_ \_ M
3. CL \_ \_ \_ \_ R \_ \_ \_ M
4. R \_ \_ \_ T \_ \_ \_ \_ M
5. L \_ \_ \_ \_ ORY
6. PARK \_ \_ \_ G A \_ \_ \_ \_
7. COMP \_ \_ \_ R L \_ \_ \_ \_ RA \_ \_ \_ RY
8. S \_ \_ \_ OO \_ \_ L \_ \_ \_ Y \_ \_ \_ D
9. SCI \_ \_ \_ C \_ \_ L \_ \_ \_ O \_ \_ \_ \_ ORY
10. T \_ \_ \_ C \_ \_ \_ \_ 'S \_ \_ \_ OO \_ \_



### Study and Say.



Can you help me, please?



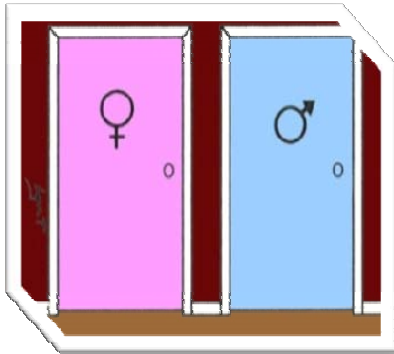


### Task 3

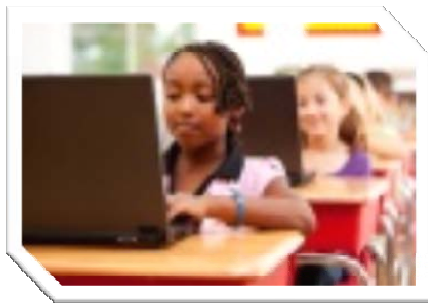
Listen to your teacher and complete the dialogue.



1. A: What is it?  
B: It is a teacher's room.



2. A: What is it?  
B: \_\_\_\_\_



3. A: \_\_\_\_\_  
B: It is computer laboratory



4. A: \_\_\_\_\_  
B: It is canteen.

Can you help me, please?

### Task 4

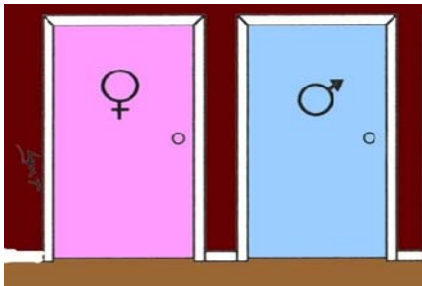
*Arrange these words into a good sentence.*

1. Is-the-It-classroom
2. Library-It-the-is
3. Are-the-students-They
4. area-It-is-parking-the
5. a-It's-lab-computer

## 4 Focus on Language



*Study and Practice with your friend.*



A: Is it a restroom?

B: Yes, it is.



A: Is it language laboratory?

B: No, it is not. It is a computer laboratory.



A: Is it a teachers' room?

B: Yes, it is.



*help me, please?*

### Task 5

Complete the dialogues below.

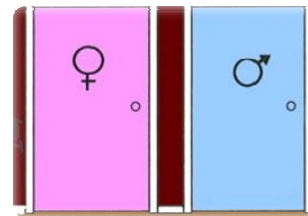
1. A: Is it a store room?  
B: \_\_\_\_\_, it is.



2. A: Is it a library?  
B: \_\_\_\_\_, it is not. It's a laboratory.



3. A: Is it a rest room?  
B: Yes, \_\_\_\_\_.



4. A: Is it a computer lab?  
B: No, \_\_\_\_\_. It's library.



5. A: Is it a canteen?  
B: \_\_\_\_\_, it is.

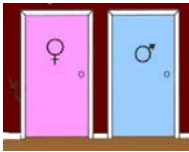


## Task 6



*Work in pairs. Make dialogues and report it to the class orally. (buatlah dialog dan laporkan hasil pekerjaanmu di depan kelas dengan partnermu)*

For example:



Andi : Doni... Is it a store room?

Doni : No, it is not. It is a rest room.

1.



\_\_\_\_\_

\_\_\_\_\_

2.



\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_

5.



\_\_\_\_\_

\_\_\_\_\_

## 6 Key Vocabulary

### *Vocabulary*

Classroom	: ruang kelas
Library	: perpustakaan
Teacher's room	: ruang guru
Computer Laboratory	: Lab komputer
Restroom	: toilet
Canteen	: kantin
Store room	: gudang
Parking Area	: tempat parkir



---

Can you help me, please?

## **The field note of the first try-out of Unit 1**

Time : January 12<sup>th</sup> 2010 at 7 p.m.

Place : Class IV A

The first draft of unit 1 was implemented on Tuesday, 12<sup>th</sup> January 2010. The researcher taught the learning materials by herself. The class started at 7 a.m. In the beginning, the researcher was accompanied by the English teacher. The English teacher greeted the students and introduced the researcher to the students of grade IV A. She also informed the students about the researcher's aims to come and teach in that class. Then, the English teacher left them. She gave the researcher permission to teach the class for some meetings. After that, the teacher was the researcher.

After the English teacher left them, the researcher (as the teacher) started to distribute the learning materials for the students. She greeted the students and delivered the title of the learning materials. Then, the researcher asked some questions in order to elicit the students to the topic. It was done to make the students understand the concept of the unit through a picture and a simple dialogue. The students have to answer the questions orally. In answering the questions, the students are guided by the teacher. After that, the teacher (the researcher) told what they will learn in that day.

First, they learned the input. In the input, some actions were presented. The students could know some actions that should be learned in this unit. It was presented because it would be useful for the students if they comprehended the actions that needed to be helped. The teacher asked the students to take a look at the input for a while. They seemed like the learning material given. The vocabularies will be very useful for understanding the next activity. The teacher asked the students to listen to her in pronouncing the words. Then, the students were asked to repeat after her. After that, the teacher asked them to take a look at the task.

In task 1, the students had to listen then number the picture based on they heard from the teacher. At first, the students could not understand the instruction of the task well so that they did not know what they have to do. The teacher helped, facilitated, and guided them in understanding the learning materials. The students could understand the task then listen to the teacher carefully. Then, they discussed the answers with the teacher.

In task 2, the students had to listen to the dialog. The teacher practiced the dialog with a student. The other students listened to them. They discussed the content of the dialog. After that, the teacher asked some questions related to the dialog. The students asked the questions orally. The students then listened to the teacher and completed the dialogue. The students asked the teacher to speak slower to give them a chance in completing the dialogues.

In task 3, the teacher asked the students to do the multiple choice task. The students could comprehend the material given. It seemed easy for the students to do this task. They could finish the task in 5 minutes.

In task 4, the students had to arrange the jumble words into a good sentence. The students were confused to decide what the first word was. Then, the teacher helped, facilitated, and guided them in understanding the task. The students were actively involved in the learning process. The students could understand and accomplish the task in 10 minutes.

In task 5, the teacher asked the students to work in pairs. They had to produce a simple expression based on the situation given in the snake and ladders' game. This activity made the students to be braver to speak up in English. The students could practice in speaking. They seemed like the learning material given. At first, the students could not understand the instruction of the task well so that they did not know what they have to do. The teacher helped, facilitated, and guided them in understanding the learning materials. The students were actively involved in the learning process. The students could understand and accomplish the task in pairs in 20 minutes.

In the end of class, the teacher asked the difficulties in learning the learning materials given. After that, she closed the meeting.

## **The field note of the first try-out of Unit 2**

Time : January 19<sup>th</sup> 2010 at 7 p.m.

Place : Class IV A

In the second meeting of the implementation, the researcher (as the teacher) greeted the students and started to distribute the learning materials for them. As the warming up, the teacher asked the students to take a look at the picture for a while. Then, the teacher asked them some questions related to the picture. The students answer it orally. The students could understand and accomplish the learning material in 10 minutes.

First, they learned the input. There were nine pictures of stationery. The teacher asked them to learn the input first. Then, she pronounced the words and the students repeated after her. After that, she asked the students to take a look at the task.

In task 1, the teacher asked the students to listen to her and choose the right picture based on they heard. This activity aims to let the students read and comprehend the input given. They seemed like the learning material given. The teacher helped and them in understanding the learning materials because. The students could not understand the instruction of the task well. The students were actively involved in the learning process. The students could understand and accomplish the task individually and in 10 minutes.

In task 2, the students had to listen to the dialog. The teacher practiced the dialog with a student. The other students listened to them. They discussed the content of the dialog. After that, the teacher asked some questions related to the dialog. The students answered the questions orally. The students then listened to the teacher and completed the dialogue. The students asked the teacher to speak slower to give them a chance in completing the dialogues.

In task 3, the teacher asked the students to do the multiple choice task. The students could comprehend the material given. The students said that it was easy to do this task. They could finish the task for about 5 minutes.

In task 4, the students had to arrange the jumble words into a good sentence. In the beginning, the students were confused to decide what the first word was. Then, the teacher helped and guided them in understanding the task. The students were actively involved in the learning process. The students could understand and accomplish the task in 10 minutes.

In task 5, they had to produce a simple dialogue based on the pictures given. This activity supported the students to comprehend the expression of asking for something and respond to it. They seemed like the learning material given. The students could understand and accomplish the task in 10 minutes. It was because the examples of this task were already inserted. In the end of class, the teacher asked the difficulties in learning the learning materials given. After that, she closed the meeting.



### **The field note of the first try-out of Unit 3**

Time : January 26<sup>th</sup> 2010 at 7 p.m.

Place : Class IV A

The 3<sup>rd</sup> draft of unit 'Let's Play!' was implemented on January 26<sup>th</sup> 2010. The researcher taught the learning materials by herself. The class started at 7 a.m. The researcher started to distribute the learning materials for the students. She did chit-chat with the students and delivered the title of the learning materials. She asked the students to look at the pictures in the warm up. She asked some simple questions in order to elicit the students to the lesson. Students answered the questions orally.

First, they learned input. In the input, some sentences related to the students' daily activities were presented. The students could know some of them. It was presented because it would be useful for the students before they learned about the expression. The teacher asked the students to take a look at the input for a while. The teacher asked the students to listen to her in pronouncing the words. Then, the students were asked to repeat after her. After that, the teacher asked them to take a look at the task 1.

In task 1, the students had to listen then number the picture based on they heard from the teacher. At first, the students could not understand the instruction of the task well so that they did not know what they have to do. The teacher helped, facilitated, and guided them in understanding the learning materials. The students could understand the task then listen to the teacher carefully. Then, they discussed the answers with the teacher. The students could understand and accomplish the task in 5 minutes

In task 2, the students were asked to match the pictures with the sentences. This activity aims to let the students to deepen their understanding about some activities related to them. The teacher asked them whether they found any difficulty or not. After that, she asked them to state 'true or false' about the task. The teacher gave them a few minutes to think about the answer.

The teacher practiced the dialog with the English teacher (Mrs. E). She asked her to come to the class for a while in order to give the students model. The other students had to listen to them. This activity aims to let the students to practice their listening skills. Then, the teacher held a question-answer section and discussion about the content of the dialog. They seemed like the learning material given. The students focused and understand on the material given.

In task 3, the students had to listen to another dialog. The teacher practiced the dialog with the English teacher. The students had to listen to them then completing the dialogue. After that, the researcher asked the students to work in pairs and practice the result of their work in front of the class. This activity aims to let students to practice their speaking skill. Then, the researcher asked some questions related to the dialog. The students asked the questions orally. The teacher asked them to answer orally in order to make them braver to speak up and contribute actively in the class.

In task 4, the students had to arrange the jumble words into a good sentence. In the beginning, the students were confused to decide what the first word was. Then, the teacher helped and guided them in understanding the task. The students were actively involved in the learning process. The students could understand and accomplish the task in 10 minutes.

In the end of class, the teacher asked the difficulties in learning the learning materials given. After that, she closed the meeting.

#### **The field note of the first try-out of Unit 4**

Time : February 2<sup>nd</sup> 2010 at 7 p.m.

Place : Class IV A

The first draft of unit 'Is it a teachers' room?' was implemented on February 2<sup>nd</sup> 2010. The researcher taught the learning materials by herself. The class started at 7 a.m. The researcher started to distribute the learning materials for the students. She did chit-chat with the students and delivered the title of the learning materials. She asked the students to look at the pictures in the warm up. She asked some simple questions in order to elicit the students to the lesson. Students answered the questions orally.

First, they learned the input. There were eight pictures of the school parts. The teacher asked them to learn the input first. Then, she pronounced the words and the students repeated after her. After that, she asked the students to take a look at the task.

In task 1, the teacher asked the students to listen to her and choose the right picture based on they heard. This activity aims to let the students read and comprehend the input given. They seemed like the learning material given. The teacher helped and them in understanding the learning materials because. The students could not understand the instruction of the task well. The students were actively involved in the learning process. The students could understand and accomplish the task individually and in 10 minutes.

In task 2, the teacher asked the students to complete the missing letters. They seemed like the learning material given. The students could understand the instruction of the task well so that they knew what they have to do. The teacher helped, facilitated, and guided them in understanding the learning materials. The students were actively involved in the learning process. The students could understand and accomplish the task individually and in 15 minutes.

Before doing the next task, the teacher practiced the dialog with the English teacher (Mrs. E). She asked her to come to the class for a while in order to give the students model. The other students had to listen to them. This activity aims to let the students to practice their listening skills. Then, the teacher held a question-answer section and discussion about the content of the dialog. They seemed like the learning material given. The students focused and understand on the material given.

In task 3, the teacher asked the students to complete the dialogue by listening to her. This activity aimed to practice students' listening skill. The students felt that this task was easy so that they could finish this task for about 10 minutes.

In task 4, the students had to arrange the jumble words into a good sentence. In the beginning, the students were confused to decide what the first word was. Then, the teacher helped and guided them in understanding the task. The students were actively involved in the learning process. The students could understand and accomplish the task in 10 minutes.

In task 5, the teacher asked the student to answer the questions. They could discuss it together. The students could do the task well. They seemed like the learning material given. The teacher helped, facilitated, and guided them in understanding the learning materials. The students were actively involved in the learning process. The students could understand and accomplish the task individually and on time.

In the end of class, the teacher asked the difficulties in learning the learning materials given. After that, she closed the meeting.

# LET'S HAVE FUN WITH ENGLISH

Bahasa Inggris untuk Sekolah  
Dasar kelas IV



Grade 4

**UNIT 1****CAN YOU HELP ME, PLEASE?****1 Warm - Up**

Look at the picture and answer the questions.  
(Lihatlah gambar dan jawab pertanyaannya.)

1. What are the mother and her daughter doing?
2. Does the daughter want to help her mother?
3. Have you ever helped someone? What do you help?

## 2 INPUT



*Read and Say. (baca dan katakanlah)*



*Answer the phone*



*Sweep the yard*



*Clean the board*



*Wash the clothes*



*Lift the book*



*Wash the car*



### 3 Focus on Comprehension

#### Task1

*Listen and number. (dengarkan gurumu dan nomorilah gambar di bawah ini)*







**Study these words then do the tasks individually! (Pelajari kosa kata di bawah ini lalu kerjakan soal secara individu)**

### Key Vocabulary

Answer the phone	= mengangkat telephone
Wash the clothes	= mencuci pakaian
Lift the book	= mengangkat buku
Clean the board	= membersihkan papan tulis
Sweep the yard	= menyapu halaman
Can you help me?	= maukah kamu membantuku
Yes, sure	= ya, tentu
Sorry, I can't	= maaf saya tidak bisa

### Task 2

**Listen and complete the dialogue. (dengarkan gurumu dan lengkapilah dialog di bawah ini)**

1

Can you....., please?

Yes, sure

3

Can you.....,.....?

Sorry, I can't

2

Can you.....,.....?

OK

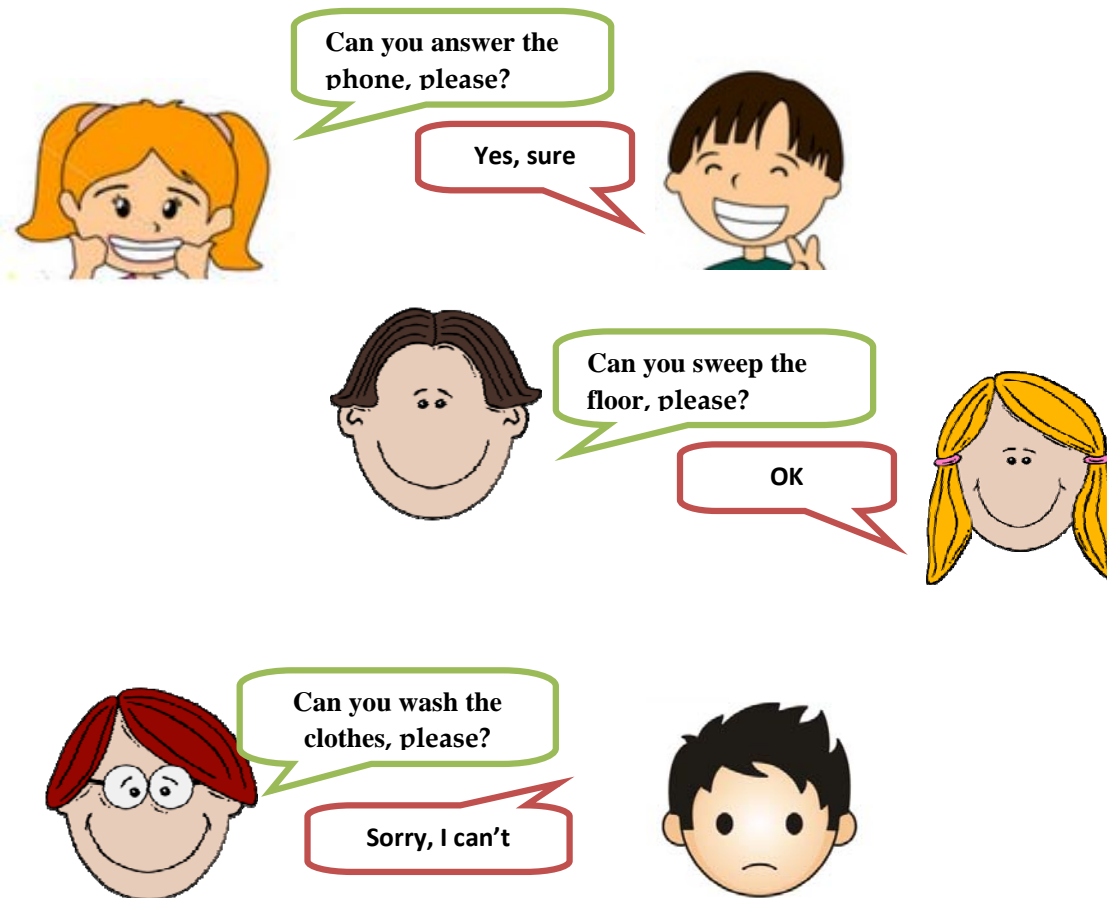
4

Can you .....?

....., I can't

## 4 Focus on Language

*Read and practice. (baca dan praktekan)*



### **Remember**

#### **Expression of asking for a help**

- Can you wash the clothes, please?
- Can you help me to answer the phone?

#### **Positive Response**

- Yes, sure
- OK
- Allright

#### **Negative Response**

Sorry, I can't



### Task 3. Write.

When you want to do these things, what do you say?

1. Your mother asks you to help her to cook

.....

2. You bring many books from the library and you can not lift them alone.

Your friend walks toward you. What will you say?

.....

3. You are in the bathroom. The phone rings suddenly. What will you say to the person who can answer the phone?

.....



### Task 4

Arrange these jumble words into a good sentence.

(Susunlah kata-kata di bawah ini menjadi kalimat yang benar)

1. wash – Can – the – you – clothes – , please- ?

***Can you wash the clothes, please?***

2. Can – , please – you – the – phone – answer - ?

.....

3. , please – Can - ? – sweep – the – you - floor

.....

4. clean – you – Can – board – , please – the - ?

.....

5. ? – Can – lift – you – book – the - please

.....

## 5 Focus on Communication

### Task 5

Work in pairs. Make a short dialogue for your group to perform. Make sure you use *Can you ...?* in the dialog. You may choose one of the following themes.

at home  
at school  
at a book store  
at a supermarket  
or have your own theme!



### Task 6. Perform

Present the dialogue that you create with your partner. You may use some improvement to make it more interesting. Be creative!

### Task 7

*Play this game in a group of three or four. (mainkan permainan di bawah ini secara kelompok. Setiap kelompok bisa beranggotakan 3 atau 4 orang)*

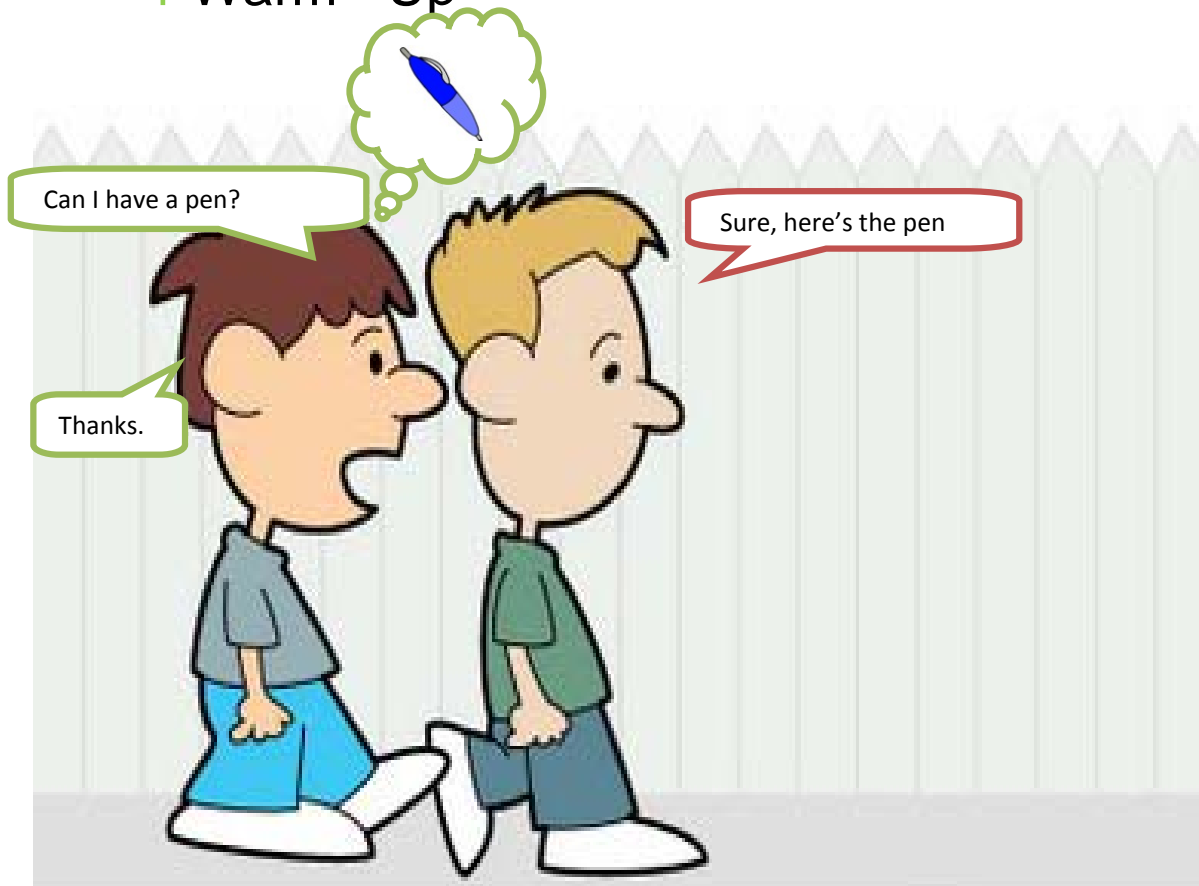
#### Snake and Ladder's Game

You will play a game in a group of three or four. Take turns flipping a coin. If you get heads, take one step forward; if you get tails, take two steps forward. Do the instruction in the boxes correctly and you can take a step forward. The player who first arrives at the finish box wins the game!

	Take two steps backward.			Ask for help to lift the book.
				
Ask for help to clean the board.		Ask for help to wash the car	Take two steps forward.	
Take 3 steps backward.				
	Ask for help to wash the clothes.		Ask for help to answer the phone	

The game looks interesting. Can you play with me?



**UNIT 2****Can I have a pen?****1 Warm - Up*****Listen. Answer.***

1. Who are in the picture?
2. What does the boy who is wearing blue jeans want?
2. What does his friend's answer?
3. Does he accept his request?
4. How do you say when you ask something to your friend?



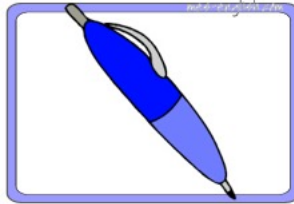


## 2 Input

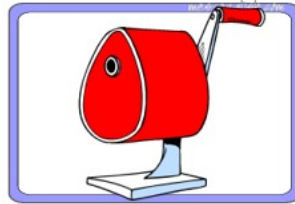
*Read and Say. (baca dan katakanlah)*



a book



a pen



a sharpener



glue



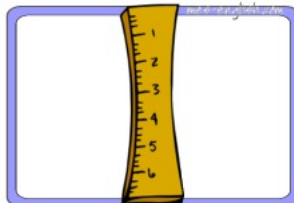
scissors



a paper



an eraser



a ruler



a pencil case










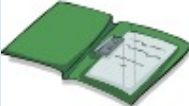








### 3 Focus on Comprehension

#### Task 1

*Listen and Tick the correct picture. (dengarkan gurumu dan centanglah gambar yang benar)*

Listen and tick (V) the correct picture

1			2		
	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
3			4		
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5			6		
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
7			8		
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>





**Study these words then do the tasks. Do this task individually. (Pelajari kosa kata di bawah ini lalu kerjakan soal secara individu)**

### Key Vocabulary

Can I have glue?	= bolehkah saya pinjam lem?
Sure, here's the glue	= tentu, ini lemnya
Sorry, I'm using it	= maaf, saya sedang menggunakannya
That's OK	= tidak apa-apa
Put	= meletakkan
Stick	= menempel
Sharpen	= meruncingkan
Stationery	= toko alat tulis

### Task 2

**Choose the right answer by crossing the letter a, b, c, or d.**

**(pilih jawaban yang benar dengan menyilang huruf a, b, c, atau, d)**

- What is it?
  - scissors
  - a ruler
  - an eraser
  - a sharpener
- You put the pen, pencil, and eraser in the ....
  - a book
  - a pencil case
  - a paper
  - a table
- R – E – A – S – E – R It should be ....
  - A sharpener
  - A ruler
  - scissors
  - an eraser



4. A thing to stick something is a ...

- a. sharpener                      c. scissors  
b. ruler                              d. glue

5. What is the thing to sharpen the pencil?

a.



c.



b.



d.



### Task 3

When do you want to do these things, what do you say?



You are at the stationery. You need to find the book. What will you say to the seller?

.....



You want to send a letter, but you forget to write your name. Unfortunately, you do not bring pen. What will you say to the worker?

.....

## 4 Focus on Language

*Practice with your partner. (praktekkan dialog berikut ini dengan teman sebangkumu)*

1



May I have a pen?

Sorry, I'm using it.

That's Ok.



2



Can I have a paper, please?

Sure, here's the paper.

Thanks.



### Remember

#### May and Can

Example:

- May I have a pen?
- May I borrow your book?

*May and Can* are modal that can be used to ask something in interrogative sentence

### Task 4

Listen to your teacher and complete the expression.

1



Can I have glue?

Sure, here's the glue

Thanks.



2



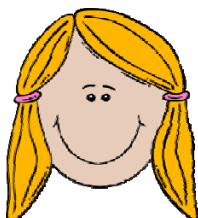
Can I ..... a pen?

Sure, here's the pen

.....



3



..... I have an eraser?

....., I'm using it.

That's Ok.



4



Can I have a pen?

Sorry, .....

That's .....



## 5 Focus on Communication



### Task 5

Complete the expression based on the picture (lengkapi dialog di bawah ini!)



Adi : Can I have an eraser?

Caca : Sure, here's the eraser



Patric : May I have a scissor?

Gary : Sorry, I'm using it

1



Deni : \_\_\_\_\_?

Yogi : \_\_\_\_\_

2



Sinta : \_\_\_\_\_?

Linda : \_\_\_\_\_

3



Dea : \_\_\_\_\_?

Susi : \_\_\_\_\_

4



Nanda: \_\_\_\_\_?

Cika : \_\_\_\_\_

### Task 6

Play the Snake and Ladder's game in a group of three or four. If you land on the picture, you have to make an expression of asking the thing you land to it.

	2 steps forward			2 steps backward
				
		stop once		
Go back to start				
	play again			
				
			1 step backward	



**UNIT 3****Let's play****1 Warm - Up**

*Listen. Answer.*

1. How many children are there in the picture?
2. Where are they
3. What are they doing?
4. Do you like to play with your friends?

## 2 Input

*Listen and Repeat (dengarkan gurumu dan ulangi)*



play with friends



play basketball



listen to the music



draw a scenery



read a magazine



eat an ice cream



watch the television



ride a bicycle

### Task 1

*Listen and Number the picture. (dengarkan gurumu dan nomorilah gambarnya)*

1



2



3



4







### Task 2

Match and fill the table based on the picture.

(jodohkan dan isilah kolom berikut ini sesuai gambar)



● 1. Draw the scenery

● 2. Read a magazine

● 3. Ride a bicycle

● 4. Watch the television

● 5. Play basketball

### 3 Focus on Comprehension



*Study these words then do the tasks. (Pelajari kosa kata di bawah ini lalu kerjakan!)*

#### Key Vocabulary

Play with friends	: bermain bersama teman-teman
Play basketball	: bermain basket
Draw scenery	: menggambar pemandangan
Ride a bike	: bersepeda
Listen to the music	: mendengarkan musik
Read a magazine	: membaca majalah
Watch the TV	: melihat televisi
Bookstore	: toko buku
Together	: bersama-sama
Study	: belajar
Math	: matematika
Listen	: mendengarkan
Read	: membaca
Magazine	: majalah

*Study the dialogue below, then practice with your partner.  
(pelajari dialog di bawah ini dan praktekkan dengan temanmu)*

#### Dialogue 1

- Fania : Hi, Mira.  
 Mira : Hi, Fania.  
 Fania : What are you doing Mira?  
 Mira : I am studying Math. Tomorrow, there is a Math test.  
 Fania : Me too.  
 Mira : Let's study together!  
 Fania : It's a good idea.

**Task 3**

**Answer the following questions. (jawablah pertanyaan berikut ini)**

1. What is Mira doing?  
.....
2. Why is Mira studying Math?  
.....
3. What does Mira say to Fania to ask her to study together?  
.....

**Dialogue 2**

Benny : I am going to buy comic today. I like Doraemon. What about you?

Nanda : I like Ninja Hattory comic.

Benny : What about going to the bookstore together?

Nanda : OK. Let's go to the book store!

**Task 4**

**Answer the following questions. (jawablah pertanyaan berikut ini)**

1. What is Benny going to buy?  
.....
2. What comic does Nanda like?  
.....
3. What does Nanda say to Benny in the end of the dialogue?  
.....

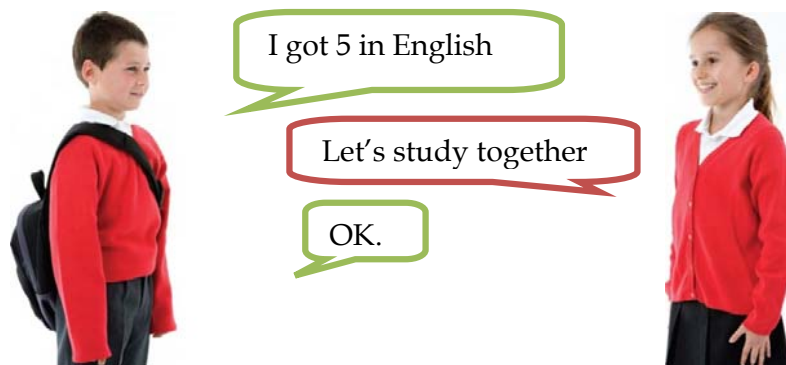
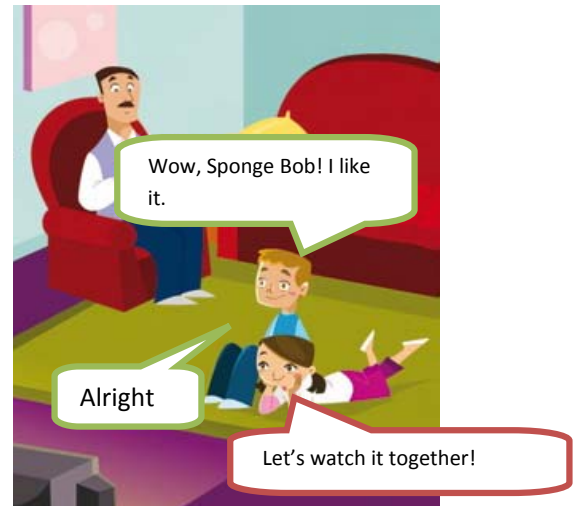




## 4 Focus on Language

### *Read and Practice.*

Read the dialogue below and practice it with your friend  
(Baca dialog di bawah ini dan praktekkan dengan teman sebangkumu)



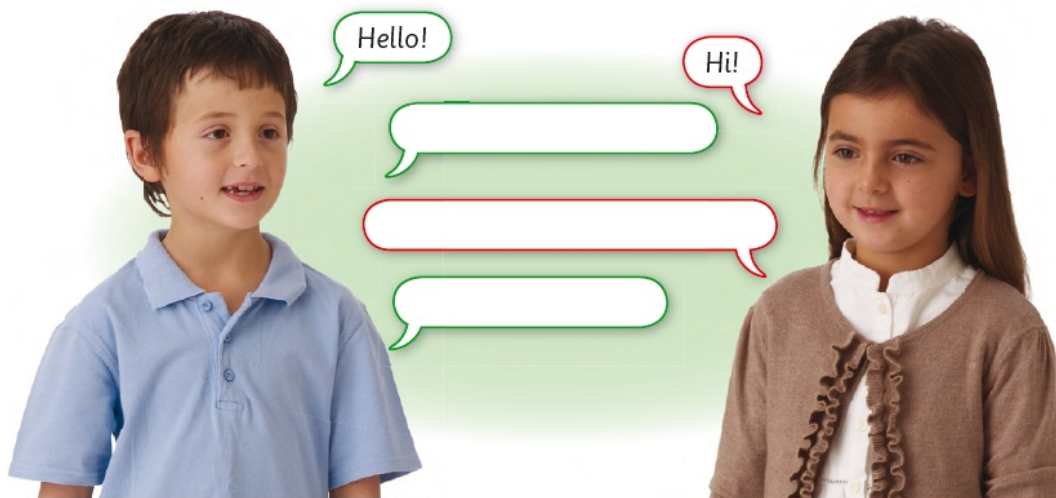
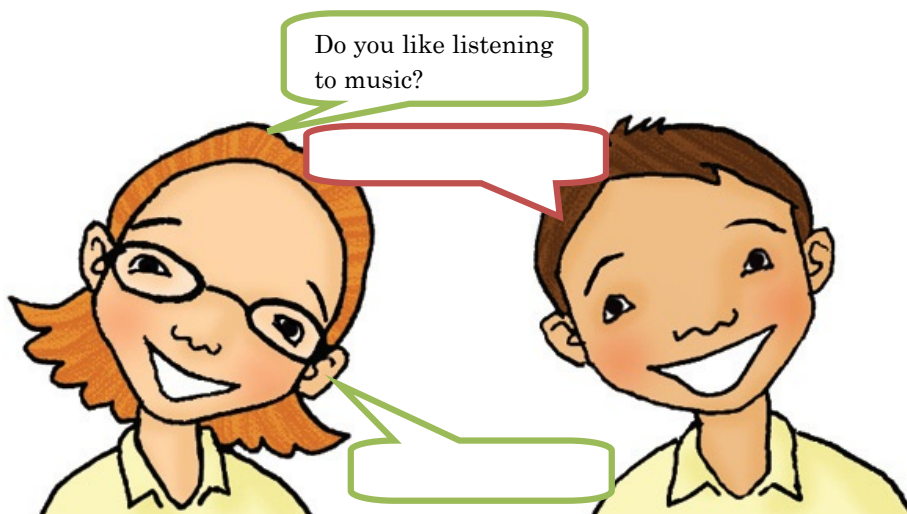
### *Remember*

"Let's" is abbreviation from "Let us". "Let's" is used to invite or ask someone to do something together.

**Task 5**

*Listen and complete the expression.*

*(dengarkan gurumu dan lengkapi dialog di bawah ini)*

**2**

**Task 6**

Arrange these jumble words into good sentence (urutkan kata-kata di bawah sehingga menjadi kalimat yang benar)

1. play – Let's – basketball - !
2. television- ! – Let's – the – watch
3. study– together - ! – Math– Let's
4. to music– the - !– listen– Let's
5. read– the– Let's – magazine - !

## 5 Focus on Communication

**Task 7**

Interview three of your classmates to find out about their hobbies. After that, make a short dialogue with the phrase “Let's”

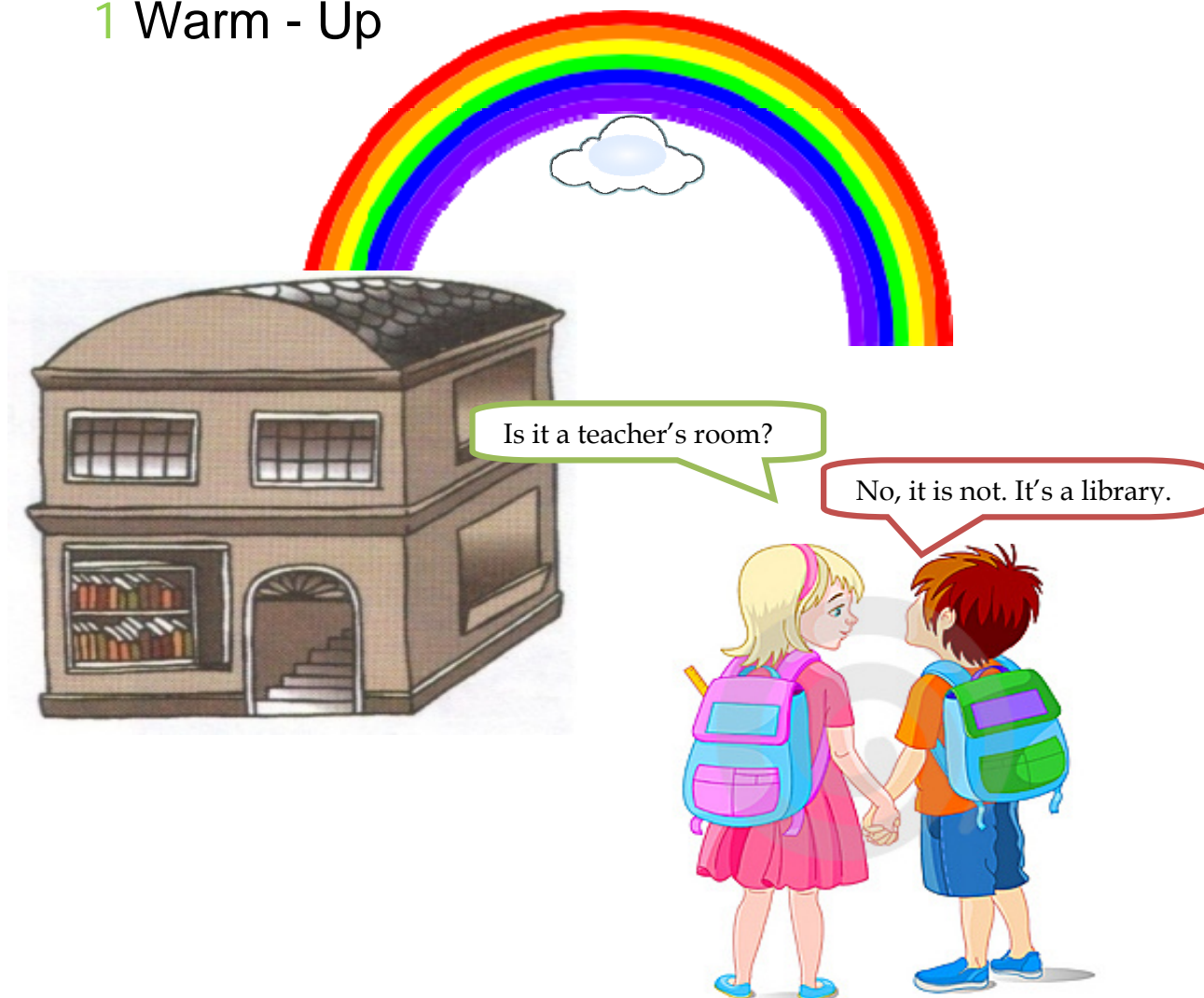
**For example:**

You : What is your hobby?  
 Your friend : My hobby is reading Doraemon comic.  
 You : Let's read Doraemon comic together!  
 Your friend : Allright!

**Task 8.**

**Present the dialogue that you create. You may use some improvement to make it more interesting. Be creative!**



**UNIT 4****Is it a teacher's room?****1 Warm - Up**

*Listen and answer.*

1. What building is in the picture?
2. What does the girl think about the building?
3. Is the building a teachers' room?
4. Have you ever been to the library?



## 2 Input

*Read and Study. (baca dan pelajari)*



Classroom



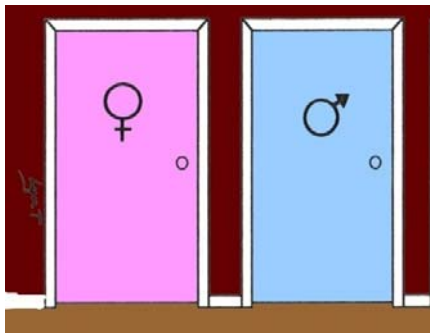
Library



Teacher's room



Computer Lab



Rest room



Parking area



Canteen



Store room



### 3 Focus on Comprehension

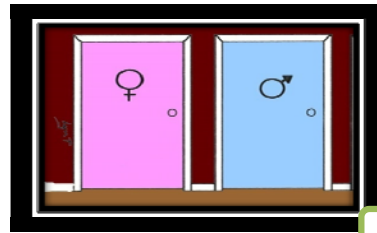
#### Key Vocabulary

Classroom	: ruang kelas	Canteen	: kantin
Library	: perpustakaan	Restroom	: toilet
Teacher's room	: ruang guru	Store room	: gudang
Computer Laboratory	: Lab computer	Parking Area	: tempat parkir

#### Task 1

*Listen and tick. (dengarkan gurumu dan centanglah gambar yang sesuai)*

1.


☐

☐

2.


☐

☐

3.


☐

☐

## Task 2

Complete the Words. (lengkapilah kata di bawah ini)

1. CAN \_ \_ \_ \_ N
2. ST \_ \_ \_ \_ R \_ \_ \_ M
3. CL \_ \_ \_ \_ R \_ \_ \_ M
4. R \_ \_ \_ T \_ \_ \_ \_ M
5. L \_ \_ \_ \_ A R Y
6. PARK \_ \_ \_ \_ G A \_ \_ \_ \_
7. COMP \_ \_ \_ \_ R L \_ \_ \_ \_ RA \_ \_ \_ \_ RY
8. T \_ \_ \_ C \_ \_ \_ \_ 'S \_ \_ \_ \_ OO \_ \_

## 4 Focus on Language



Study and Say. (pelajari dialog di bawah ini dan praktekkan dengan teman sebangkumu)



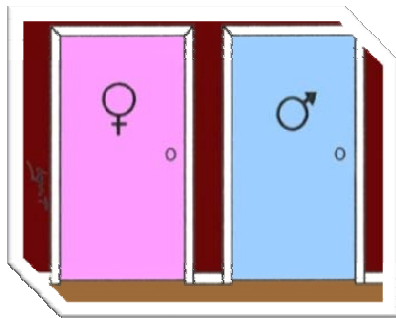


### Task 3

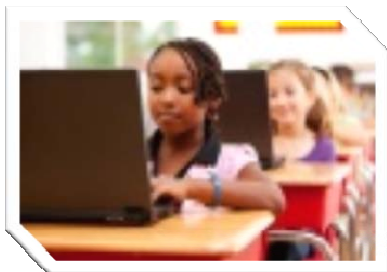
Listen to your teacher and complete the dialogue (dengarkan gurumu dan lengkapi dialog berikut ini)



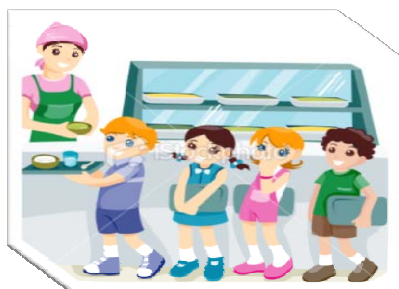
1. A: What is it?  
B: It is a teacher's room.



2. A: What is it?  
B: \_\_\_\_\_



3. A: \_\_\_\_\_  
B: It is computer laboratory



4. A: \_\_\_\_\_  
B: It is canteen.

### Task 4

Arrange these words into a good sentence.

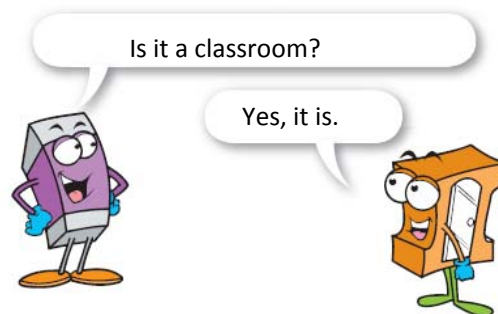
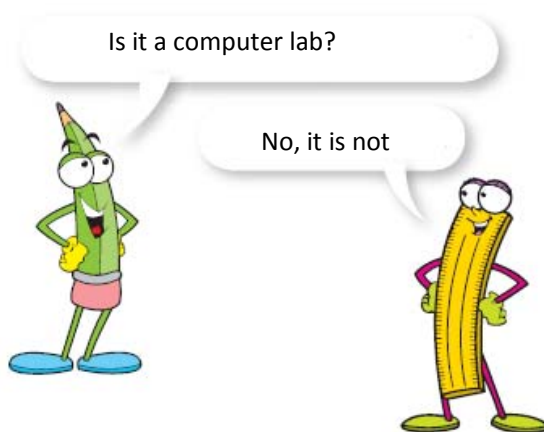
(susunlah kata-kata di bawah ini sehingga menjadi kalimat yang benar)

1. Is-a-It-classroom
2. Library-It-the-is
3. Are-the-students-They
4. area-It-is-parking-the
5. a-It's-lab-computer



Study and Practice with your friend. (pelajari dan praktekkan dengan temanmu)

### Complete the dialogues



## 5 Focus on Communication



### Task 5

Complete the dialogues below. (lengkapilah dialog berikut ini)

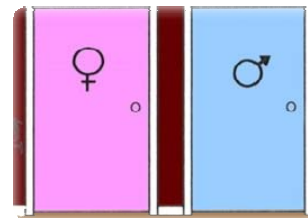
1. A: Is it a store room?  
B: \_\_\_\_\_, it is.



2. A: Is it a library?  
B: \_\_\_\_\_, it is not. It's a laboratory.



3. A: Is it a rest room?  
B: Yes, \_\_\_\_\_.



4. A: Is it a computer lab?  
B: No, \_\_\_\_\_. It's library.



5. A: Is it a canteen?  
B: \_\_\_\_\_, it is.



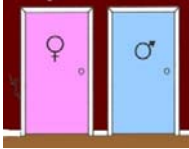


## Task 6



*Work in pairs. Make dialogues and report it to the class orally. (buatlah dialog dan laporkan hasil pekerjaanmu di depan kelas dengan partnermu)*

For example:



Andi : Doni... Is it a store room?

Doni : No, it is not. It is a rest room.

1.




---



---

2.




---



---

3.




---



---

4.




---



---

5.




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### **The field note of the second try-out of Unit 1**

Time : February 9<sup>th</sup> 2010 at 7 p.m.

Place : Class IV A

The second draft of unit 1 was implemented on February 9<sup>th</sup> 2010. The researcher taught the learning materials by herself. The class started at 7 a.m.

The researcher (as the teacher) started to distribute the learning materials for the students. She greeted the students and delivered the title of the learning materials. Then, the researcher asked some questions in order to elicit the students to the topic. It was done to make the students understand the concept of the unit through a picture and a simple dialogue. The students have to answer the questions orally. In answering the questions, the students are guided by the teacher. After that, the teacher (the researcher) told what they will learn in that day. Most of the students were surprised because they studied the same lesson. The teacher explained that the lesson was the same but some of the tasks were different and the instruction of each task was translated.

First, they learned the input. In the input, there were six actions. The input was added to make add the students' vocabulary. The students could know some actions that should be learned in this unit. It was presented because it would be useful for the students if they comprehended the actions that needed to be helped. The teacher asked the students to take a look at the input for a while. They seemed like the learning material given. The vocabularies will be very useful for understanding the next activity. The teacher asked the students to listen to her in pronouncing the words. Then, the students were asked to repeat after her. After that, the teacher asked them to take a look at the task.

In task 1, the students had to listen then number the picture based on they heard from the teacher. The students could understand the instruction of the task well so that they knew what they have to do. The teacher helped, facilitated, and guided them in understanding the learning materials. The students could understand the task then listen to the teacher carefully. Then, they discussed the answers with the teacher. The students can finish this task in 5 minutes.

Before doing the next task, the teacher asked the students to read the key vocabulary and then memorize it. In task 2, the students had to listen to the dialog. The teacher practiced the dialog with a student first. The other students listened to them. They discussed the content of the dialog. After that, the teacher asked some questions related to the dialog. The students asked the questions orally. The students then listened to the teacher and completed the dialogue.

In task 3, the teacher asked the students to write the expression that they had learned based on some situations given. The teacher asked whether any difficult word or not. The students were asked to find the difficult words in the key vocabulary. The teacher guided the students in understanding the task.

In task 4, the students had to arrange the jumble words into a good sentence. The students were confused to decide what the first word was. Then, the teacher helped, facilitated, and guided them in understanding the task. The example was already inserted so that the students can take a look at the example before doing the task. The students were actively involved in the learning process. The students could understand and accomplish the task in 10 minutes.

In task 5, the teacher asked the students to work in pairs. They had to make a simple dialogue based on the situation given. Then, in task 6, the students had to practice their dialogue in pairs. This activity made the students to be braver to speak up in English. The students could practice in speaking. They seemed like the learning material given. At first, the students could not understand the instruction of the task well so that they did not know what they have to do. The teacher helped, facilitated, and guided them in understanding the learning materials. The students were actively involved in the learning process. The students could understand and accomplish the task in pairs in 20 minutes.

In task 7, the students played the snake and ladders' game. They played a game in a group of three or four. They had to take turns flipping a coin. If they got heads, they should take one step forward and if they got tails, they should take two steps forward. The player that firstly arrived at the finish box won the game. They seemed like the learning material given. The students could understand and accomplish the task in pairs in 20 minutes.

In the end of class, the teacher asked the difficulties in learning the learning materials given. After that, she closed the meeting.



## **The field note of the second try-out of Unit 2**

Time : February 16<sup>th</sup> 2010 at 7 p.m.

Place : Class IV A

In the second draft of the implementation, the researcher (as the teacher) greeted the students and started to distribute the learning materials for them. As the warming up, the teacher asked the students to take a look at the picture for a while. Then, the teacher asked them some questions related to the picture. The students answer it orally. The students could understand and accomplish the learning material in 10 minutes.

First, they learned the input. There were nine pictures of stationery. The teacher asked them to learn the input first. Then, she pronounced the words and the students repeated after her. After that, she asked the students to take a look at the task.

In task 1, the teacher asked the students to listen to her and choose the right picture based on they heard. This activity aims to let the students read and comprehend the input given. They seemed like the learning material given. The teacher helped and them in understanding the learning materials because. The students could not understand the instruction of the task well. The students were actively involved in the learning process. The students could understand and accomplish the task individually and in 10 minutes.

In task 2, the teacher asked the students to do the multiple choice task. The students could comprehend the material given. The students said that it was easy to do this task. They could finish the task for about 5 minutes.

In task 3, the teacher asked the students to write the expression that they had learned based on some situations given. The teacher asked whether any difficult word or not. The students were asked to find the difficult words in the key vocabulary. The teacher guided the students in understanding the task.

In task 4, the students had to listen to the dialog. The teacher practiced the dialog with a student. The other students listened to them. They discussed the content of the dialog. After that, the teacher asked some questions related to the dialog. The students answered the questions orally. The students then listened to the teacher and completed the dialogue. The students asked the teacher to speak slower to give them a chance in completing the dialogues.

In task 5, they had to produce a simple dialogue based on the pictures given. This activity supported the students to comprehend the expression of asking for something and respond to it. They seemed like the learning material given. The students could understand and accomplish the task in 10 minutes. It was because the examples of this task were already inserted. In the end of class, the teacher asked the difficulties in learning the learning materials given. After that, she closed the meeting.

In task 6, the students played the snake and ladders' game. They played a game in a group of three or four. They had to take turns flipping a coin. If they got heads, they should take one step forward and if they got tails, they should take two steps forward. The player that firstly arrived at the finish box won the game. They seemed like the learning material given. The students could understand and accomplish the task in pairs in 20 minutes.

### **The field note of the second try-out of Unit 3**

Time : February 23<sup>rd</sup> 2010 at 7 p.m.

Place : Class IV A

The 3<sup>rd</sup> draft of unit 'Let's Play!' was implemented on February 23<sup>rd</sup> 2010. The researcher taught the learning materials by herself. The class started at 7 a.m. The researcher started to distribute the learning materials for the students. She did chit-chat with the students and delivered the title of the learning materials. She asked the students to look at the pictures in the warm up. She asked some simple questions in order to elicit the students to the lesson. Students answered the questions orally.

First, they learned input. In the input, some sentences related to the students' daily activities were presented. The students could know some of them. It was presented because it would be useful for the students before they learned about the expression. The teacher asked the students to take a look at the input for a while. The teacher asked the students to listen to her in pronouncing the words. Then, the students were asked to repeat after her. After that, the teacher asked them to take a look at the task 1.

In task 1, the students had to listen then number the picture based on they heard from the teacher. At first, the students could not understand the instruction of the task well so that they did not know what they have to do. The teacher helped, facilitated, and guided them in understanding the learning materials. The students could understand the task then listen to the teacher carefully. Then, they discussed the answers with the teacher. The students could understand and accomplish the task in 5 minutes

In task 2, the students were asked to match the pictures with the sentences. This activity aims to let the students to deepen their understanding about some activities related to them. The teacher asked them whether they found any difficulty or not. After that, she asked them to state 'true or false' about the task. The teacher gave them a few minutes to think about the answer.

Before doing task 3 and task 4, the teacher asked the students to read and memorize the vocabulary lists in the materials. It was because the next task consisted of some words that might be difficult for them. After that, the teacher and the students read the dialogue together. Then, the teacher held a question-answer section and discussion about the content of the dialog. They seemed like the learning material given. The students focused and understand on the material given. In doing task 3 and task 4 students were guided by the teacher to understand the material at first. Then, they discussed the answers with the teacher. The students could understand and accomplish the task in 15 minutes

In task 5, the students had to listen to the dialog. The teacher practiced the dialog with the English teacher. This activity aimed to let the students to practice their listening skills. The students had to listen to them then completing the dialogue. After that, the researcher asked the students to work in pairs and practice the result of their work in front of the class. This activity aims to let students to practice their speaking skill. Then, the researcher asked some questions related to the dialog. The students asked the questions orally. The teacher asked them to answer orally in order to make them braver to speak up and contribute actively in the class.

In task 6, the students had to arrange the jumble words into a good sentence. In the beginning, the students were confused to decide what the first word was. Then, the teacher helped and guided them in understanding the task. The students were actively involved in the learning process. The students could understand and accomplish the task in 10 minutes.

The last task was interview and reported the results in front of the class. In doing this task, the students interviewed three of their classmates to find out about their hobbies. After that, they made a short dialogue as the results of the interview. This results had to be reported in front of the class. This activity aimed at making the students to be braver to speak and contributed actively in the teaching learning processes. The students were actively involved in the learning process.

In the end of class, the teacher asked the difficulties in learning the learning materials given. After that, she closed the meeting.

### **The field note of the second try-out of Unit 4**

Time : February 30<sup>th</sup> 2010 at 7 p.m.

Place : Class IV A

The second draft of unit 'Is it a teachers' room?' was implemented on February 30<sup>th</sup> 2010. The researcher taught the learning materials by herself. The class started at 7 a.m. The researcher started to distribute the learning materials for the students. She did chit-chat with the students and delivered the title of the learning materials. She asked the students to look at the pictures in the warm up. She asked some simple questions in order to elicit the students to the lesson. Students answered the questions orally.

First, they learned the input. There were eight pictures of the school parts. The teacher asked them to learn the input first. Then, she pronounced the words and the students repeated after her. After that, she asked the students to take a look at the task.

In task 1, the teacher asked the students to listen to her and choose the right picture based on they heard. This activity aims to let the students read and comprehend the input given. They seemed like the learning material given. The teacher helped and them in understanding the learning materials because. The students could not understand the instruction of the task well. The students were actively involved in the learning process. The students could understand and accomplish the task individually and in 10 minutes.

In task 2, the teacher asked the students to complete the missing letters. They seemed like the learning material given. The students could understand the instruction of the task well so that they knew what they have to do. The teacher helped, facilitated, and guided them in understanding the learning materials. The students were actively involved in the learning process. The students could understand and accomplish the task individually and in 15 minutes.

Before doing the next task, the teacher practiced the dialog with the English teacher (Mrs. E). She asked her to come to the class for a while in order to give the students model. The other students had to listen to them. This activity aims to let the students to practice their listening skills. Then, the teacher held a question-answer section and discussion about the content of the dialog. They seemed like the learning material given. The students focused and understand on the material given.

In task 3, the teacher asked the students to complete the dialogue by listening to her. This activity aimed to practice students' listening skill. The students felt that this task was easy so that they could finish this task for about 10 minutes.

In task 4, the students had to arrange the jumble words into a good sentence. In the beginning, the students were confused to decide what the first word was. Then, the teacher

helped and guided them in understanding the task. The students were actively involved in the learning process. The students could understand and accomplish the task in 10 minutes.

In task 5, the teacher asked the student to answer the questions. They could discuss it together. The students could do the task well. They seemed like the learning material given. The teacher helped, facilitated, and guided them in understanding the learning materials. The students were actively involved in the learning process. The students could understand and accomplish the task individually and on time.

In task 6, the teacher asked the students to work in pairs. They had to make a simple dialogue based on the situation given. Then, in task 6, the students had to practice their dialogue in pairs and reported it in front of the class. This activity made the students to be braver to speak up in English. The students could practice in speaking. They seemed like the learning material given. At first, the students could not understand the instruction of the task well so that they did not know what they have to do. The teacher helped, facilitated, and guided them in understanding the learning materials. The students were actively involved in the learning process. The students could understand and accomplish the task in pairs in 20 minutes.

In the end of class, the teacher asked the difficulties in learning the learning materials given. After that, she closed the meeting.

## Reliability

### First Draft Unit 1

#### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	38	100,0
	Excluded <sup>a</sup>	0	,0
	Total	38	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,926	15

**Item Statistics**

	Mean	Std. Deviation	N
No1	3,0263	,49248	38
No2	3,1579	,49464	38
No3	2,7632	,71411	38
No4	3,0526	,32444	38
No5	3,2105	,41315	38
No6	3,0263	,54460	38
No7	3,1053	,45259	38
No8	3,0526	,61281	38
No9	3,0526	,51713	38
No10	2,9474	,65543	38
No11	2,8421	,75431	38
No12	2,8947	,72743	38
No13	3,1316	,41401	38
No14	3,1842	,45650	38
No15	3,0526	,32444	38

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
No1	42,4737	29,499	,561	,924
No2	42,3421	29,691	,521	,925
No3	42,7368	26,578	,768	,918
No4	42,4474	30,092	,715	,922
No5	42,2895	30,049	,557	,924
No6	42,4737	29,553	,489	,926
No7	42,3947	29,921	,529	,925
No8	42,4474	28,254	,631	,922
No9	42,4474	28,903	,643	,922
No10	42,5526	27,173	,752	,918
No11	42,6579	25,907	,816	,916
No12	42,6053	26,191	,809	,917
No13	42,3684	29,104	,776	,919
No14	42,3158	28,654	,794	,918
No15	42,4474	30,524	,590	,924

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
45,5000	32,743	5,72217	15



## Reliability

### First Draft Unit 2

#### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	38	100,0
	Excluded <sup>a</sup>	0	,0
	Total	38	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,948	15

**Item Statistics**

	Mean	Std. Deviation	N
No1	3,0263	,49248	38
No2	3,1579	,49464	38
No3	2,8947	,72743	38
No4	3,0526	,32444	38
No5	3,1316	,47483	38
No6	3,0526	,61281	38
No7	3,0263	,54460	38
No8	3,0526	,61281	38
No9	3,0263	,49248	38
No10	3,0000	,56949	38
No11	2,9737	,63616	38
No12	2,9737	,67731	38
No13	3,2105	,47408	38
No14	3,1053	,38831	38
No15	3,0000	,40269	38

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
No1	42,6579	34,069	,596	,947
No2	42,5263	34,364	,539	,948
No3	42,7895	30,603	,820	,942
No4	42,6316	34,996	,686	,946
No5	42,5526	33,605	,709	,944
No6	42,6316	32,888	,636	,946
No7	42,6579	33,042	,702	,944
No8	42,6316	32,455	,702	,945
No9	42,6579	33,691	,665	,945
No10	42,6842	32,006	,839	,941
No11	42,7105	31,184	,865	,940
No12	42,7105	30,752	,869	,940
No13	42,4737	33,175	,794	,943
No14	42,5789	33,926	,809	,943
No15	42,6842	34,168	,723	,945

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
45,6842	37,735	6,14292	15

## Reliability

### First Draft Unit 3

#### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	38	100,0
	Excluded <sup>a</sup>	0	,0
	Total	38	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,960	15

**Item Statistics**

	Mean	Std. Deviation	N
No1	3,1579	,49464	38
No2	3,1053	,45259	38
No3	3,0526	,61281	38
No4	3,1579	,36954	38
No5	3,2368	,43085	38
No6	3,1842	,60873	38
No7	3,1842	,51230	38
No8	3,2105	,52802	38
No9	3,1842	,45650	38
No10	3,1316	,47483	38
No11	3,0789	,48666	38
No12	3,1316	,47483	38
No13	3,2895	,45961	38
No14	3,2632	,50319	38
No15	3,1579	,43659	38

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
No1	44,3684	30,888	,676	,960
No2	44,4211	31,331	,654	,960
No3	44,4737	28,905	,845	,956
No4	44,3684	31,536	,766	,958
No5	44,2895	30,968	,771	,958
No6	44,3421	30,069	,661	,961
No7	44,3421	30,610	,702	,959
No8	44,3158	29,952	,799	,957
No9	44,3421	30,285	,867	,956
No10	44,3947	29,975	,894	,955
No11	44,4474	30,308	,804	,957
No12	44,3947	30,408	,805	,957
No13	44,2368	30,726	,768	,958
No14	44,2632	29,875	,859	,956
No15	44,3684	30,834	,789	,957

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
47,5263	34,851	5,90344	15

## Reliability

### First Draft Unit 4

#### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	38	100,0
	Excluded <sup>a</sup>	0	,0
	Total	38	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,972	15

**Item Statistics**

	Mean	Std. Deviation	N
No1	3,2632	,50319	38
No2	3,2632	,55431	38
No3	3,1053	,55941	38
No4	3,2105	,41315	38
No5	3,3158	,47107	38
No6	3,2368	,54198	38
No7	3,2105	,52802	38
No8	3,2895	,51506	38
No9	3,2105	,47408	38
No10	3,2368	,54198	38
No11	3,1842	,51230	38
No12	3,1842	,51230	38
No13	3,3158	,47107	38
No14	3,2895	,51506	38
No15	3,1842	,45650	38

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
No1	45,2368	36,023	,856	,970
No2	45,2368	35,699	,821	,970
No3	45,3947	35,597	,829	,970
No4	45,2895	37,076	,835	,970
No5	45,1842	36,479	,834	,970
No6	45,2632	36,361	,733	,972
No7	45,2895	36,806	,681	,973
No8	45,2105	36,441	,762	,971
No9	45,2895	36,157	,888	,969
No10	45,2632	35,118	,939	,968
No11	45,3158	36,222	,805	,970
No12	45,3158	35,952	,852	,970
No13	45,1842	36,317	,864	,970
No14	45,2105	35,630	,903	,969
No15	45,3158	36,762	,808	,970

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
48,5000	41,446	6,43785	15

## Reliability

### Second Draft Unit 1

#### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	38	100,0
	Excluded <sup>a</sup>	0	,0
	Total	38	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,980	15

**Item Statistics**

	Mean	Std. Deviation	N
No1	3,3684	,54132	38
No2	3,4737	,55687	38
No3	3,4211	,59872	38
No4	3,4737	,50601	38
No5	3,5000	,50671	38
No6	3,3158	,52532	38
No7	3,3947	,49536	38
No8	3,4474	,50390	38
No9	3,3947	,49536	38
No10	3,4737	,50601	38
No11	3,4737	,50601	38
No12	3,3947	,54720	38
No13	3,4737	,50601	38
No14	3,4737	,50601	38
No15	3,5000	,50671	38

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
No1	48,2105	41,576	,868	,979
No2	48,1053	41,232	,893	,979
No3	48,1579	40,785	,887	,979
No4	48,1053	41,989	,866	,979
No5	48,0789	41,696	,913	,978
No6	48,2632	42,415	,765	,980
No7	48,1842	42,587	,788	,980
No8	48,1316	42,063	,858	,979
No9	48,1842	42,154	,859	,979
No10	48,1053	41,881	,884	,979
No11	48,1053	42,151	,840	,979
No12	48,1842	41,776	,827	,980
No13	48,1053	41,502	,946	,978
No14	48,1053	41,502	,946	,978
No15	48,0789	41,804	,895	,979

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
51,5789	47,926	6,92286	15



## Reliability

### Second Draft Unit 2

#### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	38	100,0
	Excluded <sup>a</sup>	0	,0
	Total	38	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,979	15

**Item Statistics**

	Mean	Std. Deviation	N
No1	3,3684	,54132	38
No2	3,3947	,54720	38
No3	3,5263	,50601	38
No4	3,3947	,49536	38
No5	3,4211	,50036	38
No6	3,4211	,55173	38
No7	3,4474	,50390	38
No8	3,5263	,50601	38
No9	3,5263	,50601	38
No10	3,5526	,50390	38
No11	3,4211	,50036	38
No12	3,5000	,50671	38
No13	3,4211	,50036	38
No14	3,4737	,50601	38
No15	3,3684	,48885	38

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
No1	48,3947	39,272	,856	,977
No2	48,3684	38,942	,898	,977
No3	48,2368	39,753	,841	,978
No4	48,3684	40,077	,806	,978
No5	48,3421	39,745	,853	,977
No6	48,3421	40,123	,708	,980
No7	48,3158	39,573	,875	,977
No8	48,2368	39,537	,877	,977
No9	48,2368	39,699	,850	,978
No10	48,2105	39,414	,902	,977
No11	48,3421	39,853	,834	,978
No12	48,2632	39,334	,910	,977
No13	48,3421	39,474	,899	,977
No14	48,2895	39,238	,928	,976
No15	48,3947	39,759	,872	,977

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
51,7632	45,375	6,73608	15

## Reliability

### Second Draft Unit 3

#### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	38	100,0
	Excluded <sup>a</sup>	0	,0
	Total	38	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,977	15

**Item Statistics**

	Mean	Std. Deviation	N
No1	3,3947	,49536	38
No2	3,5000	,50671	38
No3	3,4211	,50036	38
No4	3,3684	,48885	38
No5	3,5263	,50601	38
No6	3,3947	,54720	38
No7	3,3947	,49536	38
No8	3,3947	,49536	38
No9	3,3947	,49536	38
No10	3,4474	,50390	38
No11	3,4474	,50390	38
No12	3,4474	,50390	38
No13	3,5000	,50671	38
No14	3,4737	,50601	38
No15	3,4211	,50036	38

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
No1	48,1316	37,523	,864	,975
No2	48,0263	37,486	,849	,975
No3	48,1053	37,826	,802	,976
No4	48,1579	38,083	,778	,976
No5	48,0000	37,459	,855	,975
No6	48,1316	37,847	,723	,977
No7	48,1316	37,577	,855	,975
No8	48,1316	37,523	,864	,975
No9	48,1316	37,577	,855	,975
No10	48,0789	37,750	,809	,976
No11	48,0789	37,534	,846	,975
No12	48,0789	37,210	,903	,974
No13	48,0263	37,107	,915	,974
No14	48,0526	37,132	,912	,974
No15	48,1053	37,340	,887	,974

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
51,5263	43,013	6,55841	15

## Reliability

### Second Draft Unit 4

#### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	38	100,0
	Excluded <sup>a</sup>	0	,0
	Total	38	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,977	15

**Item Statistics**

	Mean	Std. Deviation	N
No1	3,4474	,50390	38
No2	3,5263	,50601	38
No3	3,4737	,50601	38
No4	3,4211	,50036	38
No5	3,4474	,50390	38
No6	3,4211	,55173	38
No7	3,5789	,50036	38
No8	3,4211	,50036	38
No9	3,4474	,50390	38
No10	3,4474	,50390	38
No11	3,4474	,50390	38
No12	3,4474	,50390	38
No13	3,6053	,49536	38
No14	3,5000	,50671	38
No15	3,4474	,50390	38

### Item-Total Statistics

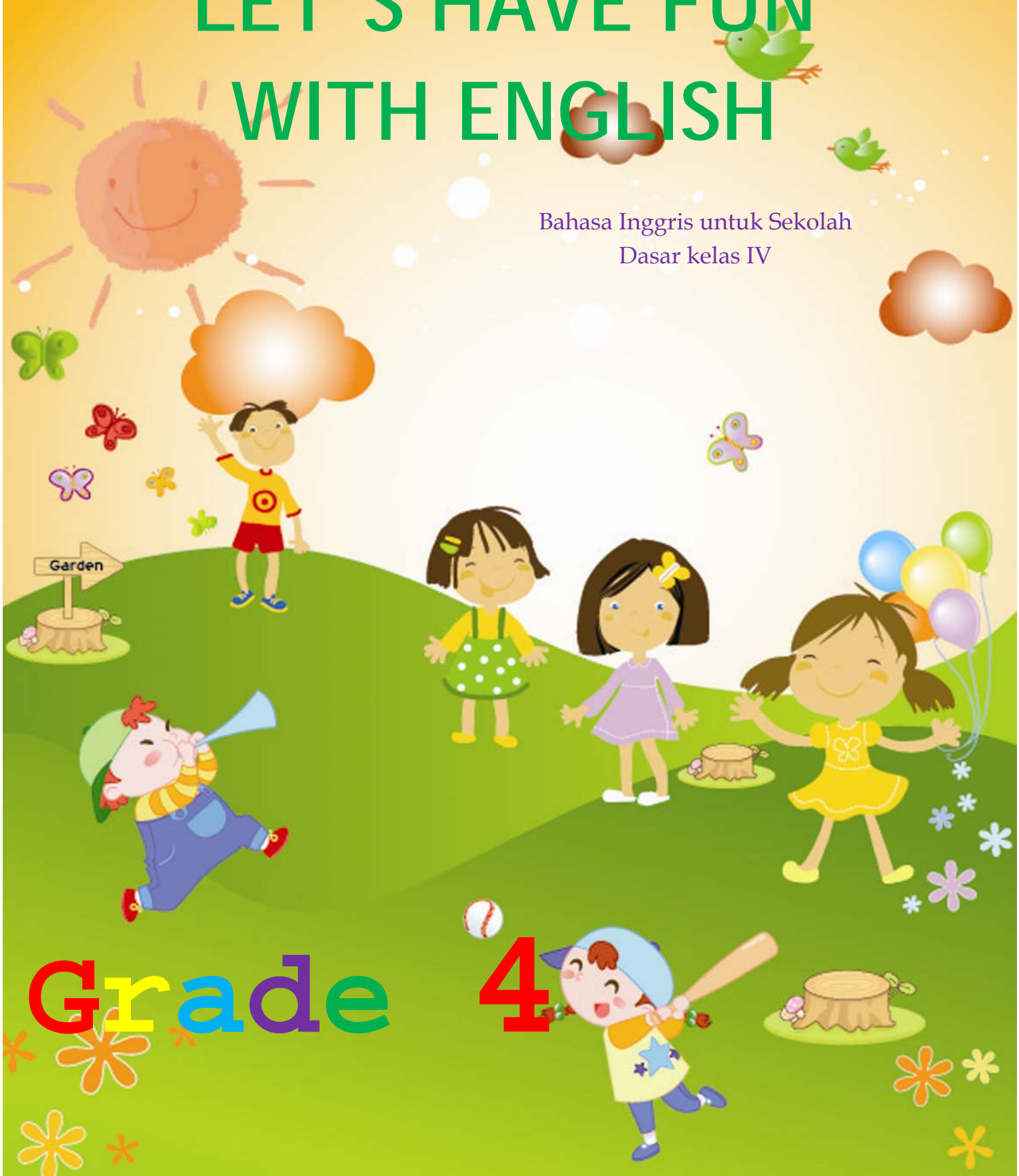
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
No1	48,6316	38,401	,833	,976
No2	48,5526	38,740	,772	,977
No3	48,6053	38,299	,847	,976
No4	48,6579	38,447	,832	,976
No5	48,6316	38,185	,870	,976
No6	48,6579	38,285	,772	,977
No7	48,5000	38,311	,855	,976
No8	48,6579	38,231	,869	,976
No9	48,6316	38,131	,880	,975
No10	48,6316	38,023	,898	,975
No11	48,6316	38,347	,842	,976
No12	48,6316	37,915	,917	,975
No13	48,4737	38,364	,855	,976
No14	48,5789	37,818	,928	,975
No15	48,6316	38,509	,815	,976

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
52,0789	43,858	6,62257	15

# LET'S HAVE FUN WITH ENGLISH

Bahasa Inggris untuk Sekolah  
Dasar kelas IV



Grade 4

**UNIT 1****CAN YOU HELP ME, PLEASE?****1 Warm - Up**

**Look at the picture and answer the questions.**  
***(Lihatlah gambar dan jawab pertanyaannya.)***

1. What are the mother and her daughter doing?
2. Does the daughter want to help her mother?
3. Have you ever helped someone? What do you help?



## 2 INPUT



*Read and Say. (baca dan katakanlah)*



*answer the phone*



*clean the board*



*lift the book*



*sweep the floor*



*close the door*



*open the door*



*turn off the light*



*turn on the light*



*throw the garbage*

### 3 Focus on Comprehension

#### Task 1

Find six activities in the table. (temukanlah enam aktifitas dalam table)

A	C	L	O	S	E	T	H	E	D	O	O	R	B	L
F	N	R	H	T	J	K	S	J	D	J	P	C	N	I
A	N	S	W	E	R	A	P	H	O	N	E	O	P	F
G	H	D	W	N	D	K	D	E	Y	D	N	J	J	T
S	H	M	E	E	E	P	F	L	O	O	T	H	E	T
A	P	E	N	D	R	O	O	P	E	N	H	E	A	H
C	L	O	S	O	C	E	M	A	D	I	E	F	L	E
L	O	P	E	C	L	O	S	E	C	L	D	A	N	B
S	W	E	E	P	T	H	E	F	L	O	O	R	D	O
E	L	I	F	T	C	L	E	A	N	B	O	A	R	O
C	L	E	A	N	T	H	E	B	O	A	R	D	A	K
D	T	U	R	N	O	N	T	H	E	L	A	M	P	N

#### Task 2

Arrange the letters into correct sentences. (susunlah huruf berikut dengan benar)

1. *filt hte okob.* = lift the book.

2. *utnr fof hte mpla.* =

3. *htrwo hte baegarg.* =

4. *wepes hte loorf.* =

5. *utrn no hte ilght.* =



*Study these words then do the tasks individually. (Pelajari kosa kata di bawah ini lalu kerjakan soal secara individu)*

### Key Vocabulary

Answer the phone	= mengangkat telephone	Turn on the lamp	= menghidupkan lampu
Wash the clothes	= mencuci pakaian	Turn off the lamp	= mematikan lampu
Lift the book	= mengangkat buku	Throw the garbage	= membuang sampah
Clean the board	= membersihkan papan tulis	Sweep the floor	= menyapu lantai
Can you help me?	= maukah kamu membantuku	Yes, sure	= ya, tentu saja
Sorry, I can't	= maaf saya tidak bisa		

### Task 3

*Listen to your teacher and complete the dialogue below. (dengarkan gurumu dan lengkapi dialog di bawah ini)*

1

Can you....., please?

Yes, sure.

3

Can you.....,....?

Sorry, I can't.

2

Can you.....?

OK.

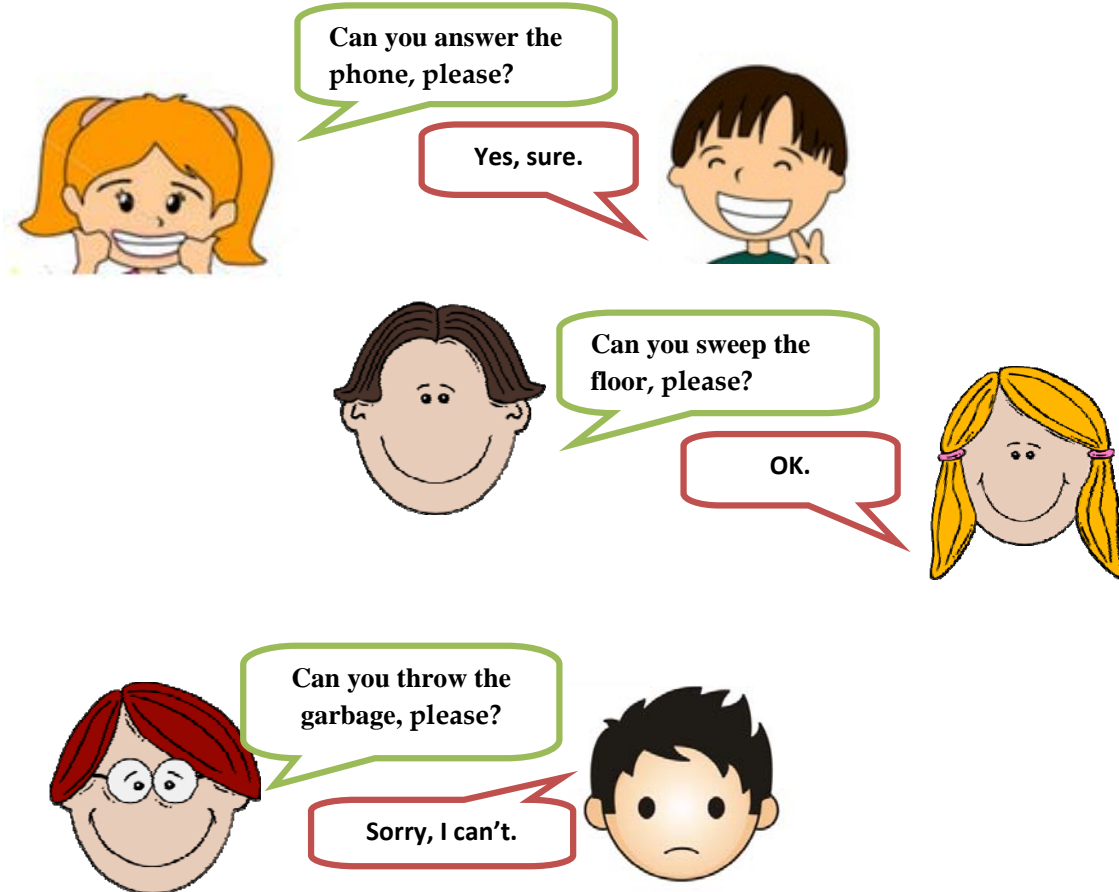
4

Can you .....?

...., I can't.

## 4 Focus on Language

*Read and practice. (baca dan praktekan)*



### *Remember*

#### *Expression of asking for a help*

- Can you turn on the lamp, please?
- Can you help me to answer the phone?

#### *Positive Response*

- Yes, sure
- OK

#### *Negative Response*

Sorry, I can't



#### Task 4

Arrange these jumble words into a good sentence.

(Susunlah kata-kata acak di bawah ini menjadi kalimat yang benar)

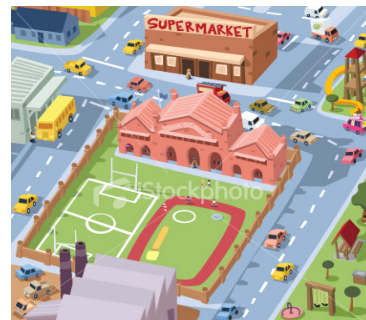
1. wash – Can – the – you – clothes – please- ?  
.....
2. Can – please – you – the – phone – answer - ?  
.....
3. please – Can - ? – sweep – the – you - floor  
.....
4. clean – you – Can – board – please –the - ?  
.....
5. ? – Can – lift – you – book – the - please  
.....

## 5 Focus on Communication

#### Task 5

Work in pairs. Make a short dialogue for your group to perform. Make sure you use “Can you ...?” in the dialog. You may choose one of the following themes.

at home  
at school  
at a book store  
at a supermarket  
or have your own theme!



#### Task 6. Perform

Present the dialogue that you create with your partner. You may use some improvement to make it more interesting. Be creative!

### Task 7

*Play this game in a group of three or four. (mainkan permainan di bawah ini secara kelompok. Setiap kelompok bias beranggotakan 3 atau 4 orang)*

#### Snake and Ladder's Game

You will play a game in a group of three or four. Take turns flipping a coin. If you get heads, take one step forward; if you get tails, take two steps forward. Do the instruction in the boxes correctly and you can take a step forward. The player who first arrives at the finish box wins the game.

	Take two steps backward.			Ask for help to lift the book.
				
Ask for help to clean the board.		Ask for help to wash the car	Take two steps forward.	
Take 3 steps backward.				
	Ask for help to wash the clothes.		Ask for help to answer the phone	

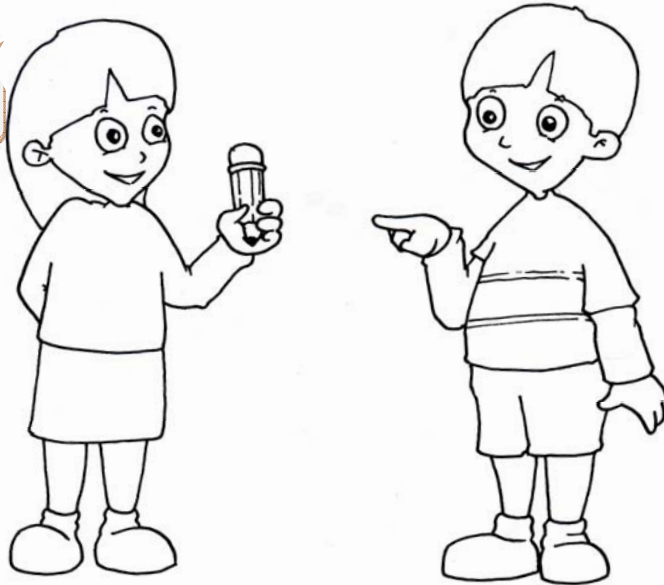


**UNIT 2****Can I have a pen?****1 Warm - Up**

Here's the pen.

Can I have a pen?

Sure.



**Look at the picture and answer the questions.**

**(Lihatlah gambar dan jawab pertanyaannya)**

1. What does the boy need?
2. What does he say?
3. Does the girl accept his request?
4. What does she say?

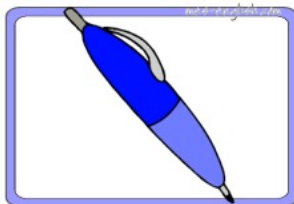


## 2 Input

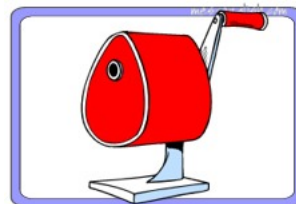
*Read and Say. (baca dan katakanlah)*



**a book**



**a pen**



**a sharpener**



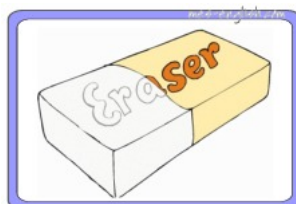
**glue**



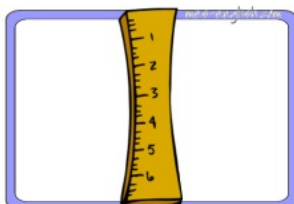
**scissors**



**paper**



**an eraser**



**a ruler**



**a pencil case**












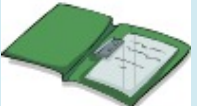








### 3 Focus on Comprehension

#### Task 1

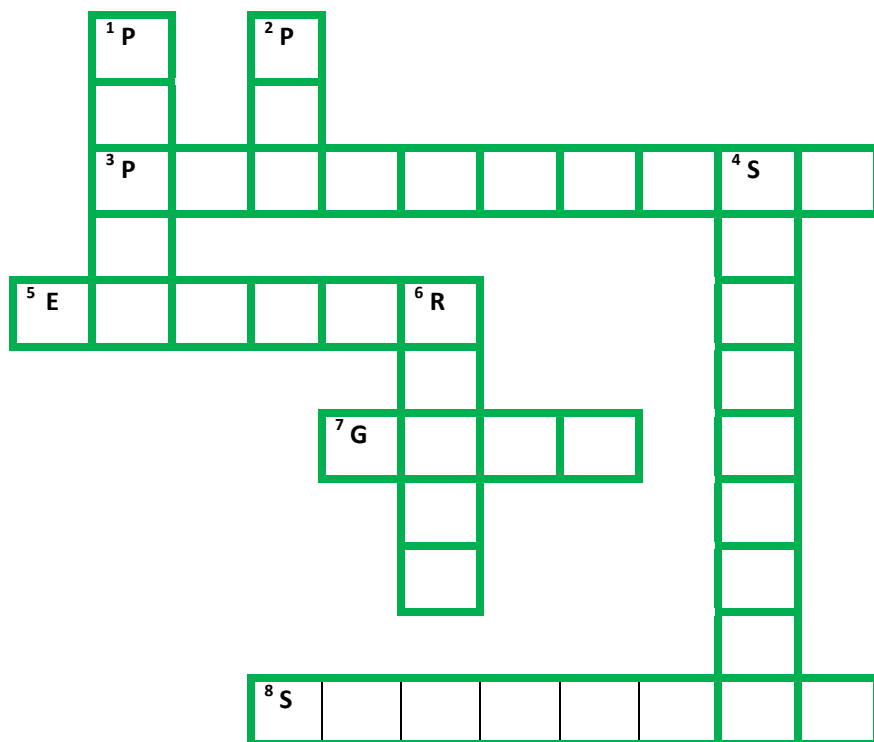
*Listen and put a tick to the correct picture. (dengarkan gurumu dan centanglah gambar yang benar)*

Listen and tick (V) the correct picture

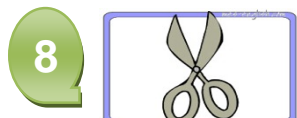
1		<input checked="" type="checkbox"/>		<input type="checkbox"/>	2		<input type="checkbox"/>		<input type="checkbox"/>
3		<input type="checkbox"/>		<input type="checkbox"/>	4		<input type="checkbox"/>		<input type="checkbox"/>
5		<input type="checkbox"/>		<input type="checkbox"/>	6		<input type="checkbox"/>		<input type="checkbox"/>
7		<input type="checkbox"/>		<input type="checkbox"/>	8		<input type="checkbox"/>		<input type="checkbox"/>

## Task 2

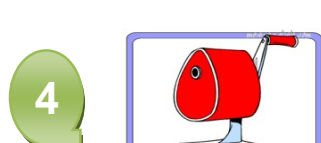
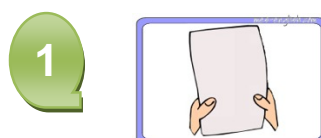
Do the crossword below. (Kerjakan teka-teki di bawah ini)



### Cross (mendatar)



### Down (menurun)





**Study these words then do the tasks. Do this task individually. (Pelajari kosakata di bawah ini lalu kerjakan soal secara individu)**

### Key Vocabulary

**Can I have glue?** = bolehkah saya pinjam lem?

**Sure, here's the glue** = tentu, ini lemnya

**That's OK** = tidak apa-apa

**Sorry, I'm using it** = maaf, saya sedang memakainya

**Put** = meletakkan

**Stick** = menempel

**Sharpen** = meruncingkan

**Stationery** = toko alat tulis

### Task 3

**Listen to your teacher and complete the expression.**

1



Can I have ..... ?

....., here's the glue

Thanks.



2



Can I ..... a pen?

Sure, here's the pen.

.....



3



..... I have an eraser?

....., I'm using it.

That's Ok.





## 4 Focus on Language

*Practice the dialogue with your partner. (praktekkan dialog berikut ini dengan teman sebangkumu)*



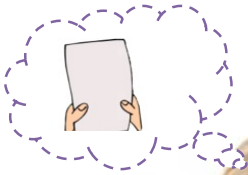
1



May I have a pen?

Sorry, I'm using it.

That's Ok.



2



Can I have a paper, please?

Sure, here's the paper.

Thanks.



### Remember

#### May and Can

Example:

- May I have a pen?
- May I borrow your book?

*May and Can are modal that can be used to ask something in interrogative sentence*

### Task 4

When you want to do these things, what do you say?



You are at the stationery shop. You need to find the book.  
What will you say to the seller?

.....



You want to send a letter, but you forget to write your name.  
Unfortunately, you do not bring a pen. What will you say to  
the worker?

.....

### Task 5

Choose the right answer by crossing the letter a, b, c, or d

1. What is it?



- a. scissors
- b. a ruler

- c. an eraser
- d. a sharpener

2. You put the pen, pencil, and eraser in the .....

- a. a book
- b. a pencil case
- c. a paper
- d. a table

3. R - E - A - S - E - R . It should be .....

- a. A sharpener
- b. A ruler
- c. scissors
- d. an eraser

4. A thing to stick something is a ...

- a. sharpener
- b. ruler
- c. scissors
- d. glue

5. What is the thing to sharpen the pencil?

a.



c.



b.



d.



## 5 Focus on Communication



### Task 6

Complete the expression based on the picture. (lengkapi dialog di bawah ini)



Adi : Can I have an eraser?

Caca : Sure, here's the eraser.



Patric : May I have scissors?

Gary : Sorry, I'm using it.

1



Deni : \_\_\_\_\_?

Yogi : \_\_\_\_\_

2



Sinta : \_\_\_\_\_?

Linda : \_\_\_\_\_

3



Dea : \_\_\_\_\_?

Susi : \_\_\_\_\_

4



Nanda : \_\_\_\_\_?

Cika : \_\_\_\_\_



### Task 7

Play the Snake and Ladder's game in a group of three or four. If you land on the picture, you have to make an expression of asking the thing you land to it.

	2 steps forward			2 steps backward
				
		stop once		
Go back to start				
	play again			
				
			1 step backward	

**UNIT 3****Let's play****1 Warm - Up*****Listen. Answer.***

1. How many children are there in the picture?
2. Where are they?
3. What are they doing?
4. Do you like to play with your friends?



## 2 Input

*Listen and repeat. (dengarkan gurumu dan ulangi)*



**play with friends**



**play basketball**



**listen to the music**



**draw a scenery**



**read a book**



**eat an ice cream**



**watch the television**



**ride a bicycle**

## 3 Focus on Comprehension

### Task 1

*Listen and number the picture. (dengarkan gurumu dan nomorilah gambarnya)*

1



2



3



4





### Task 2

Match and fill the table based on the picture.

(jodohkan dan isilah kolom berikut ini sesuai gambar)



● 1. Draw the scenery.

● 2. Read a book.

● 3. Ride a bicycle.

● 4. Watch the television.

● 5. Play basketball.



Study these words and then do the tasks. (Pelajari kosa kata di bawah ini lalu kerjakan.)

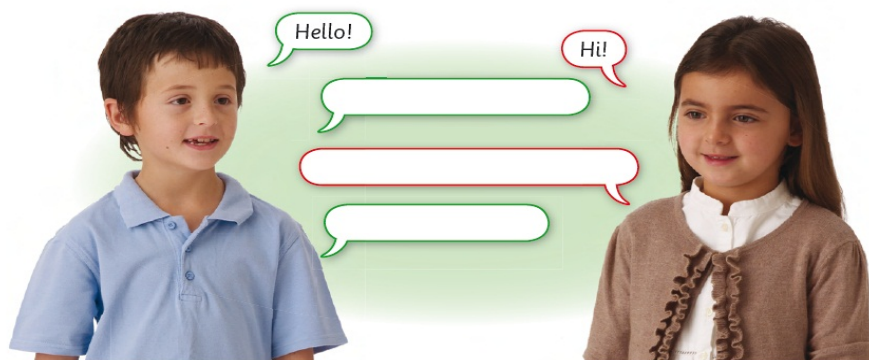
### Key Vocabulary

play with friends	: bermain bersama teman	bookstore	: toko buku
play basketball	: bermain basket	magazine	: majalah
draw scenery	: menggambar pemandangan	read	: membaca
listen to the music	: mendengarkan musik	ride a bike	: bersepeda
read a magazine	: membaca majalah	together	: bersama
watch the TV	: melihat televisi	math	: matematika
listen to the music	: mendengarkan musik	study	: belajar

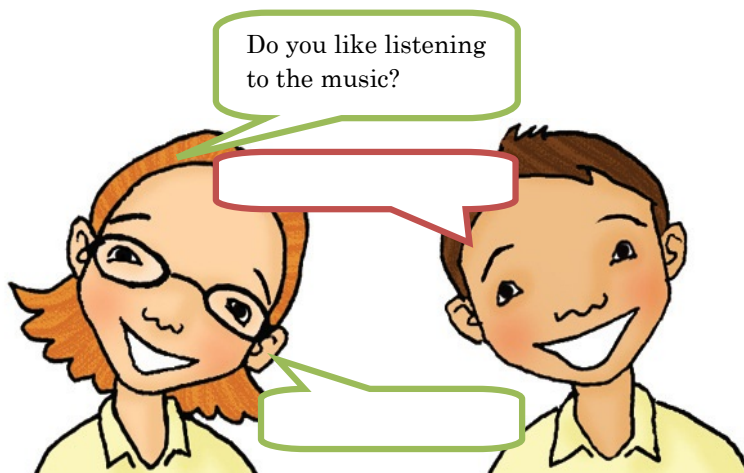
### Task 3

Listen and complete the expression. (dengarkan gurumu dan lengkapi dialog di bawah ini)

1



2



*Study the dialogue below and then practice with your partner.  
(pelajari dialog di bawah ini dan praktekkan dengan teman sebangkumu)*

- Fania : Hi, Mira.  
 Mira : Hi, Fania.  
 Fania : What are you doing Mira?  
 Mira : I am studying Math. Tomorrow, there is a Math test.  
 Fania : Me too.  
 Mira : Let's study together!  
 Fania : It's a good idea.

#### **Task 4**

*Answer the following questions. (jawablah pertanyaan berikut ini)*

1. What is Mira doing?  
.....
2. Why is Mira studying Math?  
.....
3. What expression does Mira say to Fania to ask her to study together?  
.....

#### **Task 5**

*Arrange these jumble words into a good sentence. (urutkan kata-kata di bawah ini menjadi kalimat yang benar)*

1. play – Let's – basketball
2. television – Let's – the – watch
3. study– together – Math– Let's
4. to music– the – listen– Let's
5. read– the– Let's – magazine



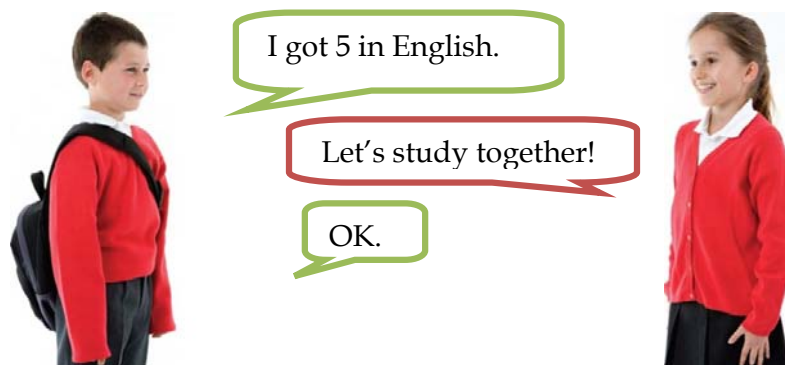


## 4 Focus on Language

### *Read and Practice.*

**Read the dialogue below and practice it with your friend.**

(Bacalah dialog di bawah ini dan praktekkan dengan teman sebangkumu)



### *Remember*

"Let's" is abbreviation from "Let us". "Let's" is used to invite or ask someone to do something together.

## 5 Focus on Communication



### Task 6

Interview four of your classmates to find out about their hobbies. After that, make a short dialogue with the phrase “**Let’s**”

**For example:**

You : What is your hobby?

Your friend : My hobby is reading Doraemon comics.

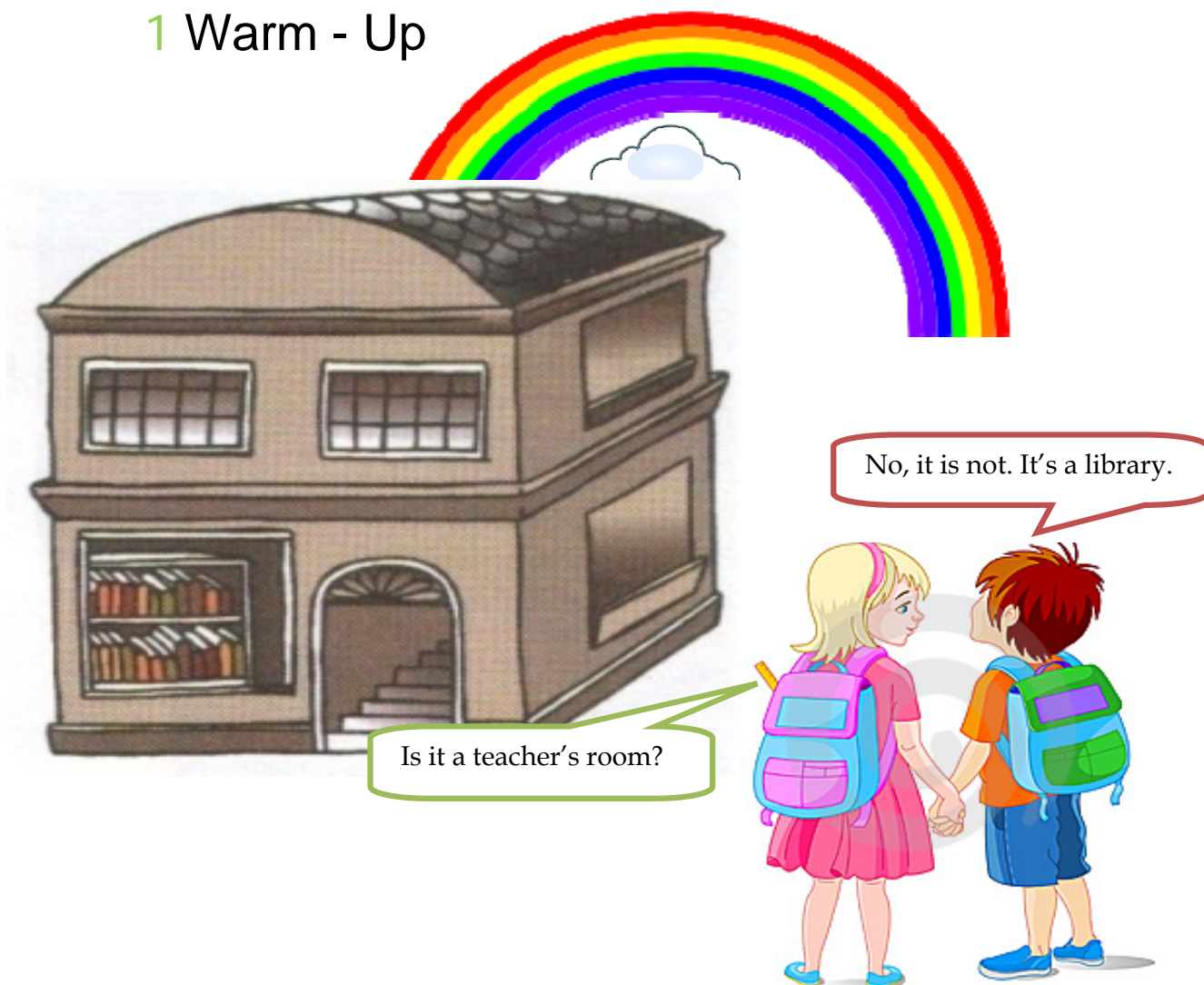
You : Let’s read Doraemon comic together!

Your friend : OK.

No	Name	Activity
1	Nita	Reading Doraemon comic
2		
3		
4		
5		

### Task 7.

Present the dialogue that you create. You may use some improvement to make it more interesting. Be creative!

**UNIT 4****Is it a teacher's room?****1 Warm - Up****Questions:**

1. What building is in the picture?
2. What does the girl think about the building?
3. Is the building a teacher's room?
4. Have you ever been to the library?



## 2 Input

*Read and Study. (baca dan pelajari)*



**classroom**



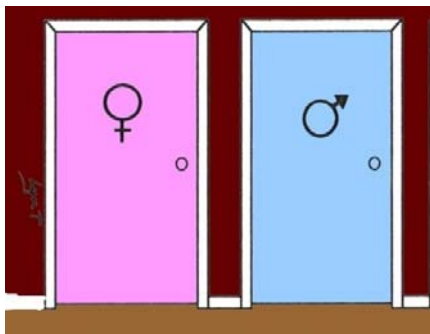
**library**



**teacher's room**



**computer lab**



**rest room**



**parking area**



**Canteen**



**store room**



### 3 Focus on Comprehension

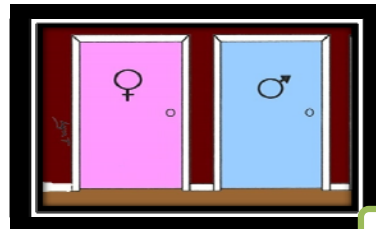
#### Key Vocabulary

classroom	: ruang kelas	canteen	: kantin
library	: perpustakaan	restroom	: toilet
teacher's room	: ruang guru	store room	: gudang
computer laboratory	: lab computer	parking area	: tempat parkir

#### Task 1

*Listen and put a tick (dengarkan gurumu dan centanglah gambar yang sesuai)*

1.


☐

☐

2.


☐

☐

3.


☐

☐

## Task 2

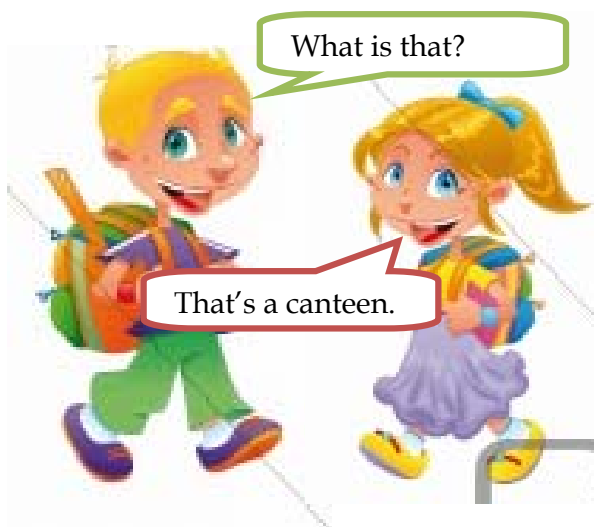
Complete the Words. (lengkapilah kata di bawah ini)

1. CAN \_ \_ \_ \_ N
2. ST \_ \_ \_ \_ R \_ \_ \_ M
3. CL \_ \_ \_ \_ R \_ \_ \_ M
4. R \_ \_ \_ T \_ \_ \_ \_ M
5. L \_ \_ \_ \_ A R Y
6. PARK \_ \_ \_ \_ G A \_ \_ \_ \_
7. COMP \_ \_ \_ \_ R L \_ \_ \_ \_ RA \_ \_ \_ \_ RY
8. T \_ \_ \_ C \_ \_ \_ \_ 'S \_ \_ \_ \_ OO \_ \_

## 4 Focus on Language



Study and Say. (pelajari dialog di bawah ini dan praktekkan dengan teman sebangkumu)





*Study and Practice with your friend. (pelajari dan praktekkan dengan temanmu)*

Is it a computer lab?

No, it is not.



Is it a classroom?

Yes, it is.



Is it a rest room?



No, it is not. It's a store room.

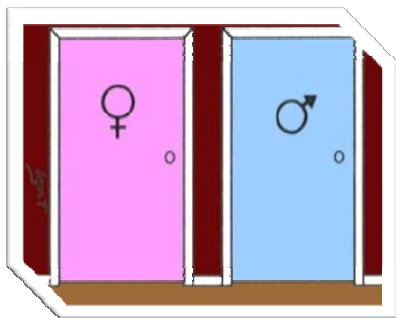


### Task 3

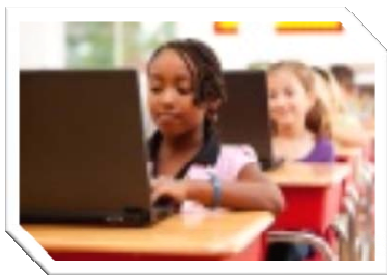
Listen to your teacher and complete the dialogue. (dengarkan gurumu dan lengkapi dialog berikut ini)



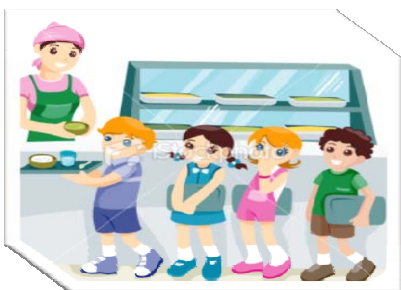
1. A: What is it?  
B: It is a teacher's room.



2. A: What is it?  
B: \_\_\_\_\_



3. A: \_\_\_\_\_  
B: It is a computer laboratory.



4. A: \_\_\_\_\_  
B: It is a canteen.

## 5 Focus on Communication



### Task 5

Complete the dialogues below. (lengkapilah dialog berikut ini)

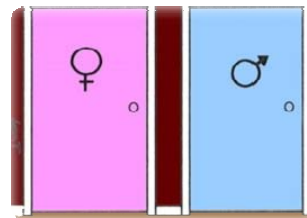
1. A: Is it a store room?  
B: \_\_\_\_\_, it is.



2. A: Is it a library?  
B: \_\_\_\_\_, it is not. It's a laboratory.



3. A: Is it a rest room?  
B: Yes, \_\_\_\_\_.



4. A: Is it a computer lab?  
B: No, \_\_\_\_\_. It's a library.



5. A: Is it a canteen?  
B: \_\_\_\_\_, it is.



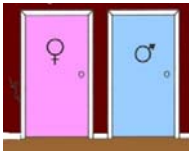


## Task 6



*Work in pairs. Make dialogues and report it to the class orally. (buatlah dialog dan laporkan hasil pekerjaanmu di depan kelas dengan partnermu)*

For example:



Andi : Doni... Is it a store room?

Doni : No, it is not. It is a rest room.

1.



\_\_\_\_\_

2.



\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_

5.



\_\_\_\_\_

\_\_\_\_\_